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WORCESTER'S THIRD BOOK.

THIRD BOOK

READING AND SPELLING,

WITH SIMPLE RULES AND INSTRUCTIONS

AVOIDING COMMON ERRORS.

BY SAMUEL WORCESTER,

AUTHOR OF A PRIMER, SECOND BOOK AND EXERCISES IN THEM;
AND THE LEXICON AND SPELLING BOOK FOR
SCHOOL-USE.

ENLARGED AND IMPROVED EDITION.

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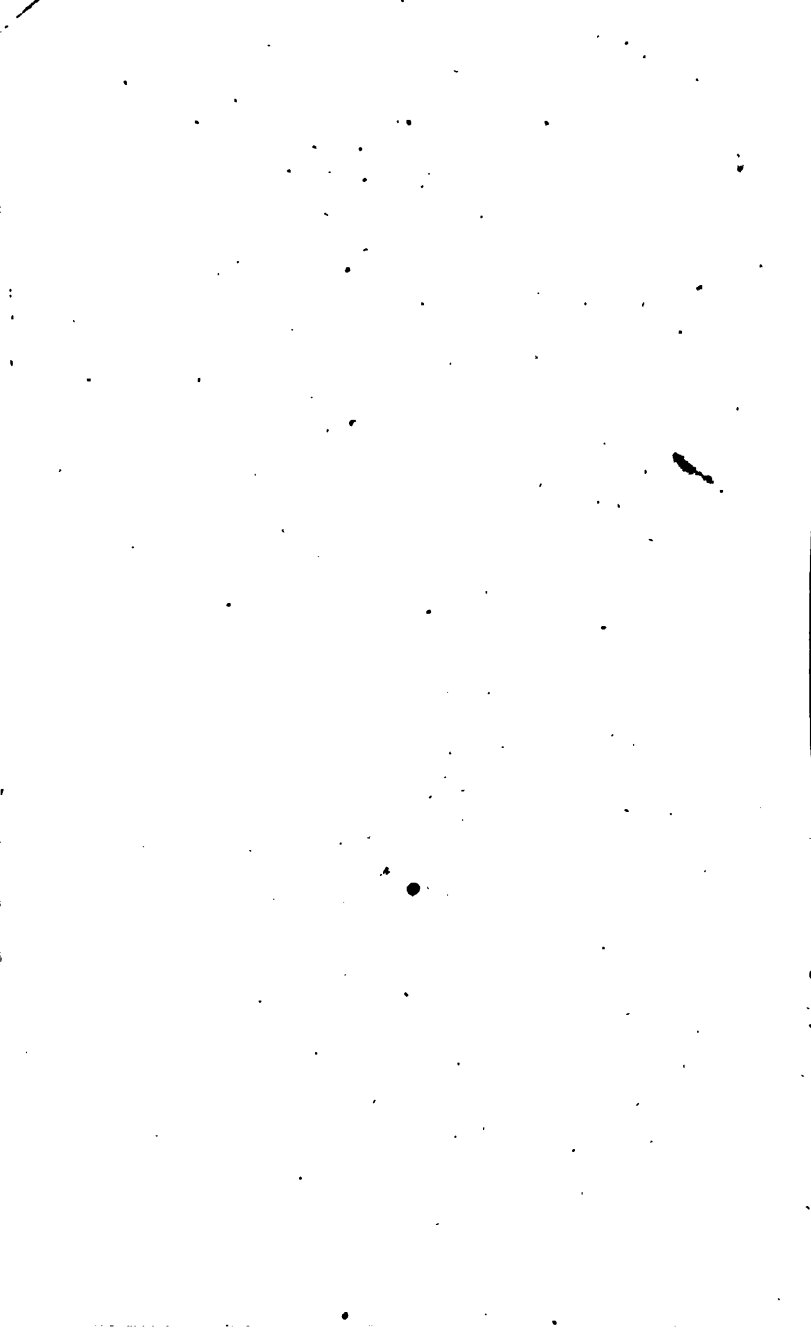


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A
THIRD BOOK
FOR
READING AND SPELLING,

WITH
SIMPLE RULES AND INSTRUCTIONS
FOR
AVOIDING COMMON ERRORS,

AND
A VOCABULARY OF WORDS USED IN THE LESSONS, THAT ARE
TO BE DEFINED.

BY SAMUEL WORCESTER,
AUTHOR OF A PRIMER, SECOND BOOK, INTRODUCTION TO THIRD BOOK FOR READING
AND SPELLING, AND FOURTH BOOK FOR READING.

ONE HUNDRED AND SEVENTH EDITION.

BOSTON:
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The above Series of Reading Books, by the Rev. Samuel Worcester, was the first to introduce Rules and Instructions for avoiding errors in reading, in connection with Lessons for practice. The plan has met with the approval of the friends of Education, as the demand for the works has evinced.

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The books are printed on good paper, substantially bound, and are furnished at as low rates as any of the less meritorious works. They are in extensive use in nearly all parts of the United States. *The enlarged and improved editions may be used wherever the previous editions are, as no alteration has been made in the reading lessons.*

Recommendations of the above series.

George B. Emerson, Esq., an eminent teacher of Boston, connected with Dr. Potter, as author of the "School and Schoolmaster," remarks in a letter to the Publishers:

"Ever since I became acquainted with Mr. Worcester's books, they have seemed to me better adapted, than any other series that has come to my knowledge, to the capacities and wants both of learners and teachers of Elementary Schools. They are not, like most other readers, mere compilations; to a great extent they are original.

"The remarks to teachers, the notices of errors to be avoided, and the questions to aid the understanding of the learner, are all of great value; but what is of far greater, is the elevated moral tone which pervades these lessons, fitting them not only to exercise the mind and communicate the art of reading, but to do much for that better and usually neglected part of education, the formation of the moral character, and the education of the moral affections."

And, in regard to the Introduction to the Third Book, just published, Mr. Emerson adds, "I welcome this as an addition to an invaluable series."

In a letter received by the publishers, Mr. Wm. Russell, Teacher of Elocution, remarks, "I consider them the best adapted of any to youthful readers. They are more simple in matter and style, and more interesting to children, than any other that I have tried, and finely suited, in particular, to maternal instruction at home.

"They are, further, excellently adapted to the improvement of young readers in articulation and pronunciation, as many prevailing errors are carefully indicated in them. The sentiments embodied in these books are such as parents would wish to have inculcated during the early part of life."

[From Ebenezer Bailey, Author of the "Young Ladies' Class Book," and "First Lessons in Algebra."]

"I have used Worcester's series of Reading Books in my school ever since they were published, and regard them as among the most valuable works of the kind."

P R E F A C E .

A PRIMER and a SECOND BOOK FOR READING AND SPELLING, by the author of this THIRD BOOK, have been favorably received by the public. As no other work has appeared,* suited to follow the Second Book, no apology will be thought necessary for this attempt to supply the well-known deficiency.

Twenty years ago we had several reading books in our schools, which contained a few rules, placed at the beginning or end. The lessons for reading contained no references to these rules, and they were never so combined with the lessons as to be of any practical utility. Later compilations contain no rules or instructions in Reading. In almost every art and science, it is found useful to combine written instruction with oral, and no good reason appears for dispensing with either, in teaching children how to read:

Reading is the art of converting written language into speech. In teaching this art, our first instructions are necessarily oral; but after the scholar is able to read intelligibly, he may be as much assisted by written instructions, as in studying Grammar or Arithmetic. This is found to be true with those who are far enough advanced to study treatises on Rhetorical Reading; and those who have studied these works, well know that they consist, in a great degree, of instructions for avoiding certain common errors, which can as well be pointed out to children as to adults. They are also aware, that these errors would have been more easily corrected, if they had received suitable notice at an earlier age.

Good teachers endeavor to correct these faults at the proper time, that is, when they are first committed; but their instructions, though repeated hundreds of times, need the aid of writing, that they may be presented in a permanent form to the eye of the scholar, and then receive the teacher's illustrations and sanction. It is thus that we teach other things, and we may thus teach Reading.

Only those rules and instructions should be presented to children, which children can understand; and those which are given in this book, are such as good teachers give orally. They are presented in such order, and are so adapted to the lessons, and combined with them, that they are given as a teacher would give them, where they are needed. A series of rules and instructions, standing by themselves, and not referred to in the reading lessons, would be worse than useless; but it is believed that no scholar, who is old enough to read these lessons, can study any one of them faithfully, and receive the same share of assistance from his teacher that he does in other les-

* Since the above was written the author has prepared the Introduction to the Third Book, at the suggestion of several intelligent teachers, which is thought a valuable addition to the series.

sons, without acquiring a truly practical knowledge of Reading, which other books and other modes of instruction do not give.

This may, perhaps, appear more credible to the critic, if he considers that most of the words and phrases in which errors in Reading occur, are capable of being classed, and that they have been classed by Walker, Russell, and others. Several years ago I attempted an abridgment of Walker's Rhetorical Grammar, and prepared that part of it which I have now had occasion to use. Mr. Russell very kindly gave me permission to use his excellent Lessons in Enunciation,* in preparing this work; and I have taken the liberty of adopting and teaching Dr. Barber's principles in relation to reading such words in poetry, as are usually contracted and printed with an apostrophe. For many things which I esteem very valuable, I am indebted to my personal friends; and for what I have not here acknowledged, I have drawn from such resources as I have acquired by being engaged for more than twenty years in the instruction of children.

It will appear strange to many, that so small a part of the Lessons in this book, have been taken from English authors. We not unfrequently hear or see the works of Mrs. Barbauld and Miss Edgeworth spoken of as constituting nearly all the good composition for children, that our language affords. The author has rejected both: the former, because he regards the style as unnatural, and in bad taste; the latter, because the Sacred Scriptures are not made the rule of duty, and because the stories are already too common. That a better style than Miss Edgeworth's prevails in this work, is not supposed; but most of the lessons have the honor of being American, and have the merit of deriving their morals from the Word of the Lord.

To the Editor of the Juvenile Miscellany the author's grateful acknowledgments are due, for the privilege of making selections from that valuable work. Some of the articles thus selected, have been materially altered, to adapt them to the particular purposes of this book. Neither the Editor, nor the writers of these articles, are to be considered responsible for any faults which they now contain.

The author is aware that the character of this work is very different from any that is now in use. The plan is wholly unlike those which he has seen, or knows to have been presented. The book differs, perhaps, as much from those which are now used by children of ten or twelve years of age, as his PRIMER differed from the works which were formerly used for teaching the first elements of Reading and Spelling. Those persons who notice the imitations of the PRIMER which abound in all our bookstores, will believe the author sincere, when he expresses the hope, that, whether the plan and execution of this THIRD BOOK be for honor and profit, or for shame and loss, his claims will by all be acknowledged and remembered.

*NOTE.—By the advice of several Teachers and Friends of Education, this work has been enlarged by inserting this course of Lessons upon Enunciation and Pronunciation. The Rules for avoiding Errors have been arranged in two pages by themselves, that they may be more readily referred to. This improved edition can be used with previous ones, as the Lessons and Paragraphs have not been altered, and can be at once referred to by consulting the Table of Contents.

March, 1846.

REMARKS TO TEACHERS

READING is here designed to be made, not simply an exercise, but a study requiring much time and attention.

Each Lesson is preceded by a Rule, which should be committed to memory. Many of the Rules have no particular adaptation to the Lessons following them. They are common rules which need to be known in order to read any lesson correctly.

Each Lesson is followed by a list of Errors, which the scholar is liable to commit in reading the Lesson. They are numbered according to the paragraphs in which the words occur. When two or more such words belong to one paragraph, they are separated in the list of Errors by semicolons.

While the scholar is studying his lesson, he should carefully attend to these Errors, that he may avoid them when he reads. If he does not well understand any one of them, he should be allowed to ask assistance. Many of them occur only in conversation.

Several Questions, and occasional observations, follow the Errors. Those which refer to paragraphs in the Lessons, are numbered accordingly. These Questions will help to keep up a perpetual review of the Rules and other instructions.

After the Questions, there are eighteen words for spelling; the first six are to be *defined*. It is very important that children should early learn to use a dictionary, and should acquire the *habit* of referring to it for definitions and pronunciation. To assist the scholar in learning the proper meaning of the words to be defined, a concise Vocabulary of definitions of these words is added at the end of the book. If any children who use this book, are too young to learn the definitions, this exercise may be deferred till a later period. The larger scholars may learn to spell and define all the words in their Lessons, so that the teacher may select such as he pleases. Whenever the scholar can define words from the manner in which they are used, such definitions are to be preferred. To learn the Lessons so as to be able to spell the words at the end, define six of them, and answer all the Questions, and repeat the Remarks, when there are any, and also the Rule at the beginning of the Lesson, will require considerable study, and some aid from the teacher; but no other lesson is better entitled to this labor and attention: children from eight to twelve years of age cannot be better employed.

The teacher must not imagine that the book points out all the errors that should be avoided, asks all the questions which should be asked, selects all the words that should be spelled and defined, or gives all the rules and instructions which the scholar will need. It is designed, not as a full substitute for his instructions, but as a useful assistant.

When scholars are called to recite, it will probably be best to let them read the Lesson first; omitting all the Notes, except in Lessons VIII. and X. where directions for reading them are given. The Notes that are addressed to teachers, should be omitted by the scholars.

The teacher will need to look at the Rule, the Errors, and the Questions and Remarks, to see whether the scholar avoids the Errors, and reads according to the instructions.

After the Lesson is read, the Questions are to be answered, the Rule is to be recited, six words are to be defined, and eighteen are to be spelled. Where scholars recite in classes, it will not be necessary for each one to recite the whole. Each scholar will be compelled to learn the whole, if the teacher requires each one to be ready to answer every Question, and avoids asking the Questions in the order in which the scholars stand.

The teacher will also need to attend very critically to the reading, to see that the scholars *continue* to avoid the Errors and to observe the Rules which have once been presented. If he does this faithfully, he will find that the book has not taken too much labor from his hands:

In order to make scholars attend strictly to their lessons during the time of reading, it is useful to hold them all responsible for keeping the place while each one reads, so that any one whom the teacher calls by name shall instantly take the sentence which is being read, and continue it in the proper tone from the place where it was left, at the call of the teacher. Thus, a sentence may be divided among a dozen scholars, and the proper pauses and inflections observed, if they are prompt in taking it in a proper manner from each other; and any one who is so inattentive as to be unable to do this, should be charged as a defaulter.

The class of scholars for whom this book is designed, is generally larger than any other in our common schools; and therefore these Lessons are generally pretty long. Where it is necessary, the teacher can assign only a part of the paragraphs, and only a part of the Questions and words for definition and spelling.

Many Notes for the benefit of such teachers as need them, are interspersed with the Lessons: and the Preface is designed to be read. Very much, however, is left to the judgment of each one, who may try this new mode of teaching children how to read.

N. B. Impediments in speech are commonly produced by holding the tongue in a wrong position while sounding certain letters, and they can generally be corrected by showing the scholar how to hold his tongue while sounding such letters. For example; *lisping* is caused by raising the end of the tongue to the inner side of the upper teeth, while sounding *s* or soft *c*. Make the scholar read or speak very slowly, and keep the end of his tongue down when sounding these letters, and he will very soon avoid lisping. So, what is called *stuttering* or *stammering*, is generally caused by raising the end of the tongue, and holding it fast against the teeth or the roof of the mouth, while sounding *t* or *d*, when they are not at the end of words. Keep the end of the tongue down, and this fault will be avoided. In all cases not produced by defective organs, it is easy to discover the cause of the impediments, by trying to speak in the manner that the scholar does, and noticing how you place your tongue. Then observe how you place it when speaking properly; and explain the difference to the scholar. You are then ready to correct his habit, by giving him exercises in pronouncing difficult words, and persisting in making him keep his tongue in the proper position, till he will remember to do it. Then let him read common lessons so slowly that he will have time to notice all the words that are difficult for him, and to prepare his organs for pronouncing them. You will cure him entirely, if you persevere in this way for a few weeks.

STOPS USED IN READING AND WRITING.

Comma,	marked thus ,	Period,	marked thus .
Semicolon	;	Note of Interrogation	?
Colon	:	Note of Admiration	!

A *comma* (,) requires a pause about as long as it takes to count *one*.

A *semicolon* (;) requires a pause about as long as it takes to count *one, two*.

A *colon* (:) requires a pause about as long as it takes to count *one, two, three*.

A *period* (.) requires a pause about as long as it takes to count *one, two, three, four*. The voice should stop at a period, as though the sense of the sentence was completed.

A *note of interrogation* (?) is used at the end of a question. It requires about as long a pause as a period.

A *note of admiration or exclamation* (!) is used after words that express something wonderful or affecting. It requires about as long a pause as a period.

OTHER MARKS USED IN WRITING AND PRINTING.

Apostrophe	'	Paragraph	¶
Asterisk or Star	*	Parallel	
Caret	^	Parenthesis	()
Crotchet	[]	Quotation	" "
Dash	—	Section	§
Hyphen	-	Accent	˘
Index	☞		
Obelisk	†	Brace	}

The *apostrophe* (') denotes the omission of a letter: as, *lov'd* for *loved*. It also marks the possessive case of nouns: as, *the king's palace*.

The *asterisk* or *star* (*) is used to refer to something in the margin, or the bottom of a page. When several stars occur together, thus, * * * *, they denote that something is omitted, which the writer did not choose to insert.

The *caret* (^) is placed underneath the line, where something has been omitted through carelessness, and afterwards inserted:

as, *I have to London.*

A

The *crotchet* or *bracket* ([]) generally includes some word or words, that are used to explain other words: as, *The King [William] is very sick.* Sometimes the printer puts some words in brackets, which the writer omitted, in order to give what he thinks is the proper meaning of a sentence.

The *dash* (—) is used to divide the parts of a sentence, and sometimes to give some part of the sentence greater force, or to separate an explanation from the words that are explained: as, *We have now to lament the death of a great prince—a prince who possessed every virtue.* In such cases as this, the *dash* required a pause a little longer than a comma. The *dash* sometimes stands for a word or a part of a word, which the writer sees fit to omit: as, *Mr. T— gave me a book; My friend — has gone to New York.*

The *hyphen* (-) is used to separate syllables, and the parts of compound words: as, *vir-tue, night-walker.*

The *index* (☞) points to something that should be carefully attended to.

The *obelisk* or *dagger*, (†) the *double dagger* (‡) and *parallel* (||) refer, like an asterisk, to some note in the margin or bottom of the page.

The *paragraph* (¶) denotes the beginning of a new subject, and is used chiefly in the Bible. Sometimes the *paragraph* is used like a *star* or *obelisk*.

The *figures* 1, 2, 3, &c., are sometimes used to refer to the margin or bottom of the page; but they commonly divide a discourse into distinct parts or paragraphs. Thus, the figures divide the chapters of the Bible into verses; and they divide the Lessons in this book and in many others, into paragraphs.

The *section* (§) is sometimes used to divide a discourse into different parts, and sometimes it refers to notes, like a *star*.

A *parenthesis* () is used to include a sentence or a part of a sentence that is within another, and should generally be read in a quicker and lower tone of voice.

The *quotation* (" ") marks the beginning and end of an extract from another author.

The *accent* (') shows which syllable of a word is to be accented, or sounded with the most force.

The *brace* } is used to link several things together. It often joins three lines in poetry that agree in rhyme.

LESSONS IN ENUNCIATION.

[FROM RUSSELL'S AMERICAN ELOCUTIONIST.*]

INTRODUCTORY OBSERVATIONS.

No branch of elementary education, is so generally neglected as that of reading. It is not necessary, in proof of this assertion, to appeal to the prevailing want of appropriate elocution at the bar, or in the pulpit. The worst defects in reading and speaking, are by no means confined to professional life, and occasions which call for eloquent address; they extend through all classes of society, and are strikingly apparent in the public exercises of colleges, the daily lessons of schools, in private reading, and in common conversation. The faults now alluded to, are all owing to the want of *a distinct and correct enunciation*, which, whatever may become of higher accomplishments, would seem to be alike indispensable to a proper cultivation of the human faculties, and to the useful purposes of life.

It is unnecessary here to enlarge on the intellectual injuries arising from the want of early discipline in this department of education; or to speak of the habits of inattention and inaccuracy, which are thus cherished, and by which the English language is degraded from its native force and dignity of utterance, to a low and slovenly negligence of style, by which it is rendered unfit for the best offices of speech.

* These "Lessons in Enunciation" are mentioned in the "School and Schoolmaster," as being an "excellent work for exercising the organs of the voice and teaching full and perfect enunciation, and with which the Teacher ought to be furnished."

ELEMENTARY EXERCISES.

THE following exercises are intended to prevent, or to correct, the prevalent errors of colloquial usage: they embrace all the elementary sounds of the English language, with the most important among those that occur in combinations which are liable to mispronunciation. A correct and careful articulation of them, if practised with due frequency, and continued for a length of time *sufficient to render accuracy habitual*, will secure a distinct and appropriate enunciation, in all exercises of reading and speaking. To attain this result, the following points require particular attention.

1st. That the exercises be always performed with great force and clearness of articulation, so as to become a useful form of discipline to the organs. The aim should be, in every case, to give *the utmost articulate force of which the voice is capable*.

2d. The *sound* of each element should be perfectly at command, before proceeding to the enunciation of the words in which they are exemplified.

3d. Great care must be taken to avoid a formal and fastidious prominence of sound, on unaccented syllables: every word, though uttered with the utmost energy, must retain *the proportions of accented and unaccented syllables* in their natural and appropriate pronunciation.

TABLE OF THE ELEMENTARY SOUNDS OF THE ENGLISH LANGUAGE.

[The elements contained in this table should be practised, with and *without* the words in which they are exemplified, with great attention to accuracy, and repeated as a daily preliminary exercise.]

VOWEL SOUNDS.	
1. <i>A</i> , as in the word Fate; <i>AI</i> , as in Ail; <i>AY</i> , as in Lay.	2. <i>A</i> , as in Far; <i>AU</i> , as in Launch. 3. <i>A</i> , as in Fall; <i>AW</i> , as in Awe; <i>AU</i> , as in Laud.

4. *A*, as in *Fat*.
5. *A*, as in *Wash*.*
6. *A*, as in *Rare* ;*
AI, as in *Air* ;
AY, as in *Prayer*.
7. *E*, as in *Me* ;
EE, as in *Eel* ;
EA, as in *Eat* ;
IE, as in *Field*.
8. *E*, as in *Met* ;
EA, as in *Head*.
9. *E*, as in *Err* ;*
EA, as in *Heard* ;
I, as in *Firm*.
10. *I*, as in *Pine* ;
Y, as in *Rhyme*.
11. *I*, as in *Pin* ;
Y, as in *Hymm*.
12. *O*, as in *No* ;
OA, as in *Oak* ;
OU, as in *Course* ;
OW, as in *Own*.
13. *O*, as in *Move* ;
OO, as in *Mood* ;
U, as in *True*.
14. *O*, as in *Nor*.
15. *O*, as in *Not*.
16. *O*, as in *Done* ;
U, as in *Tub*.
17. *U*, as in *Tube*.
18. *U*, as in *Pull* ;†
O, as in *Wolf*.

DIPHTHONGS.

19. *OI*, as in *Oil* ;
OY, as in *Boy*.
20. *OU*, as in *Pound* ;
OW, as in *Down*.

CONSONANTS.

Labial Sounds.

21. *B*, as in *Bulb*.
22. *P*, as in *Pulp*.
23. *M*, as in *Mime*.
24. *W*, as in *Wan*.‡
25. *V*, as in *Vane*.
26. *F*, as in *Fife* ;
PH, as in *Phial* ;
GH, as in *Laugh*.

Dental Sounds.

27. *D*, as in *Dead*.
28. *T*, as in *Tent*.
29. *TH*, as in *Thin*.
30. *TH*, as in *Thine*.
31. *J*, as in *Joy* ;
G, as in *Giant*.
32. *CH*, as in *Church*.
33. *SH*, as in *Shape* ;
TI, as in *Nation* ;
CI, as in *Gracious* ;
CE, as in *Ocean*.
34. *S*, as in *Hiss* ;
C, as in *Cipher*.
35. *S*, as in *Trees* ;
Z, as in *Haze*.

* See 'exercises,' on these sounds, pp. 15, 16, 17. No. 5 is, properly, the same with No. 15.

† Not properly a separate sound, but rather that of No. 13, shortened.

‡ Properly the same with No. 13, but shortened still more.

36. *S*, as in Measure.*Palatic Sounds.*37. *K*, as in Key ;*C*, as in Cake ;*CH*, as in Chorus ;*Q*, as in Queen.38. *G*, as in Gag.39. *Y*, as in Ye.*Aspirate.*40. *H*, as in Hail.*Nasal Sounds.*41. *N*, as in No.42. *NG*, as in Sing ;*N*, as in Finger, Sink.*Lingual Sounds.*43. *L*, as in Lull.44. *R*, as in Rude.*45. *R*, as in War.**Palatic and Dental Sounds,
combined.*46. *X*, as in Ox ; †47. *X*, as in Example. †

These sounds constitute all the elements of articulation in the English language. The exercises which follow, are merely various examples of these rudiments, as they occur in different combinations. The exercises are also designed for lessons in pronunciation ; as this branch, not less than that of articulation, is much neglected in early instruction, and the practice of the one conveniently comprises that of the other.

The main purpose of reading and speaking, is to communicate thought. The most important point in elocution, therefore, is a distinct and correct enunciation, without which it is impossible to be rightly and clearly understood. The chief design, accordingly, of this department of education, is, by appropriate exercise, to cultivate the organs of speech, to strengthen and discipline the voice, and, at the same time, to eradicate incorrect habits of utterance, which may have been contracted through early neglect.

Enunciation may, for the purposes of instruction, be considered in connexion, 1st, with *articulation*, or the management of the organs of speech ; 2dly, with *pronunciation*, or the sounds of the voice, regarded as modified by usage, or custom, in the language which is spoken.

* See ' exercises,' on the letter R, p. 26.

† Properly combinations formed by the union of Nos. 37 and 34, and of Nos. 38 and 35.

EXERCISES, EMBRACING THE ELEMENTS OF ARTICULATION AND THE RULES OF PRONUNCIATION.

The following exercises are chiefly a transcript from Angus's compend of Fulton's system of Orthoepy, and Smart's Practice of Elocution. The words in the tables should be read with great force and distinctness : they may thus be made a useful organic exercise, for imparting strength and pliancy of voice, as well as energy and clearness of articulation ; they may serve also for mechanical discipline on inflections, if read in successive portions as marked in a few instances. The grave accent, or falling inflection, (`) denotes the downward slide of voice, as heard at a period ; the acute accent, or rising inflection, (´) denotes the upward slide, usually heard at a comma. The application of these inflections, is not necessary to practice in articulation, and, if found embarrassing, may be omitted. The early acquisition of them, however, will save much time in future lessons ; and since the words in these exercises must all be articulated with one inflection or other, the inflection actually used, may as well be regular as arbitrary. The punctuation of the examples, is intended to aid the application of inflections.

SOUNDS OF THE VOWELS.

A, as in the word *Fate* : *Ai*, as in *Ail* : *Ay*, as in *Lay*.

The sound of *a*, mentioned above, is marked by Walker, as the ' first ' sound of this letter : it might be conveniently designated as the *long name sound*, from its quantity or *length*, and the circumstance of its forming the alphabetical *name* of the letter.

This vowel is not what it would, at first sight, appear to be,—a perfectly simple sound : it consists, in reality, of two sounds,—that which, in common pronunciation, commences the name of the letter, (*ā*) and that which, in a prolonged utterance, is heard at its close, and which approaches to the name sound of the vowel *e*. A clear and just articulation of the name sound of *a*, has regard to this complexity of its nature, and closes with a very slight and delicate approach to the sound of *e*, so slight as to be barely perceptible to a

very close observation. A common fault, in very bad taste, is to give this complex sound in a manner too analytical,—in the worst style of theatrical singing; thus, *Faieel, faieeth*; for *fail, faith*.

A'le áce àge, aim day bail, dale' fail say, pave tape hail, haze may gaze, late maid nay, vail make fame, tail pay lade, jade gay sail, fate faith daily, fade make gate, take mail sale.

A, as in Far : Au, as in Launch.

Marked as the 'second' sound of *a*, in Walker's notation.

There are two extremes of sound, occasionally heard, which must be avoided in the pronunciation of the following words,—that of *a* too broad, and nearly like *a* in *all*; thus *Fawrm, fawther, smawrt, &c.*, for *farm, father, smart*; and *a* too short, resembling the sound of *a* in *mat*, thus: *Färm* for *fârm, &c.*

A'rm àh há hàrm, bar car far par, tar aunt daunt gaunt, haunt jaunt taunt father, saunter gauntlet barb hark, mar garb harp dart, cart park marl snarl, barn arch harsh balm, palm calf charge charm, psalm farm alarm becalm.

Same sound unaccented: Harmonious carnation incarnation singular popular regularly.

A, as in Fall : Aw, as in Awe : Au, as in Laud.

The 'third' sound of *a*, in Walker's notation.

The error to be avoided in the following class of sounds, is that of making *a* to resemble *o*; thus, *oll* for *all*. Sometimes this error is so broad and coarse as to divide the sound into two parts; the first of which is the above *o*, and the second the *u* in *up*: *ōüll, fōüll*, for *all, fall*. These faults should be carefully avoided, as slovenly and vulgar.

A'll hàll bàll cáll fáll, gall pall tall wall ward, warm wharf quart thwart false, warn walk chalk qualm

halt, war warrior haw daw maw, jaw saw law raw
draw, straw brawl drawl dawn lawn, awning yawn
daub fraud gauze, vault vaunt fault aught taught,
fraught sauce daughter halter lawful.

A, as in Fat.

The 'fourth' sound, in Walker's notation.

There are two extremes of error to be avoided in the following words,—that of *a too flat*, and divided into two sounds; thus, mǎyŭn, for mǎn,—and that of *a too broad*; thus, pauss* for pǎss.

Bàt càt hàt màt pát sàt, rat vat blab sack lad staff,
had mall tan dram scrap pass, have has glass class
mass grass, asp grasp clasp vast past fast, last mast
ash hash sash mash, waft raft graft grant craft shaft,
slant gland latch dance lance glance, trance France
chant branch crash slant, man can gather rather alas
advance.

Same sound unaccented: Abode abound †abate abash
America Cuba, cabal caparison calamity traduce dia-
dem calumniate.

A, as in Wash.

Not separately marked by Walker, but given as the same with the fourth sound of *o*.

The common errors in the articulation of this sound, are that of making it resemble the sound of *o* in *no*; thus, whote, or rather wot, for what,—and that of making the *a* resemble that of the word *fat*; thus, whatt fôr what.

Wàd squàd swáb, ‡ wan was wasp, want wast swash,

* *a*, as in *parse*.

† The letter liable to error in pronunciation, is marked by italic type, when the word contains more than one of the same name.

‡ The practice on inflection is now varied to the commencing series; the voice sliding upward at the terminating word of each clause, in the manner of incomplete expression, suspended or interrupted sense. The application of these inflections, however, is

quash quantity quality, squall squat swan, squash waspish qualify, what wash wand.

A, *Ai*, and *Ay*, before *R* final, or *R*, followed by a vowel.

The errors commonly made in the following class of sounds, are (1st,) giving *a* too broad a sound, or the 'fourth' sound, instead of one nearly resembling the 'first' sound; thus *æ*r, (*a*, as in *at*, nearly,) for *air*,—and (2d,) giving the long name sound too exactly, or too flat; thus, *æ*r, (*a*, as in *ale*,) for *air*.

The true sound of *a*, *ai*, or *ay*, situated as mentioned above, avoids these extremes;—the former, as coarse and vulgar; the latter, as too precise and studied. The true sound approaches nearer to the latter than to the former. It cannot be expressed to the eye, and can only be generally described as the 'first' sound of *a* rendered a little obscure, by deviating very slightly towards the 'fourth.'

Bàre càre dàre fàre, mare pare tare ware, yare air fair lair, hair rare layer prayer, parent apparent repair stare, snare spare careful careless, rarely beware en-snare prepare, compare pair stair daring.

E, as in *Me*: *Ee*, as in *Eel*: *Ea*, as in *Eat*: *Ie*, as in *Field*: or the 'first' sound of *e*, in Walker's notation.

The errors in the articulation of this sound, arise, chiefly, from not observing the nature of the consonant which follows it, and consequently making it too long or too short. *E*, as a final sound, or occurring before a liquid, is long, as in *Bee*, *eel*, *seem*, *seen*; and, before a palatic letter or consonant, it is short, as in *Week*, *seek*, *sleet*.

Beè feè thème mète feél, supreme seem team feature plea, yield wield weep seen queen, beef weed

not strictly necessary, and may, as mentioned before, be omitted, if found difficult and embarrassing.

sleet cheek repeat, sief shriek fiend wheel wheat, liege priest grieve year fear, rear dream glean weave heath, each heave least greet veer.

Same sound unaccented: Debate estate esteem establish beware, reduce seclude epitome apostrophe committee.

E, as in Met: Ea, as in Head.

Or the 'second' sound of *e*, in Walker's notation.

The error to be avoided in this class of sounds, is that of allowing *e* to become somewhat like *a* in *fate*; or thus, Baid, aig; for bed, egg; stade for stead.

E'll elk elm else hence fence, let get yet yest yesterday kept, felled abed measure pleasure felt set, less rest guest bread ready steady, peg bell beg ten den red, generous genuine general guess protest effect, collect preface prelude prelate prelacy prebend, knell tell fell tent thence propel.

Same sound unaccented: Recreation relaxation reputation testimonial rectangular extracting, theorem nutshell outlet onset blackness efface.

E, as in Err: Ear, as in Heard: Ir, as in Firm.

Marked in the orthoepy of Walker, as the 'second' sound of *e*, but explained as not being precisely that sound, nor yet that of *u* in *turn*, as it is very commonly but erroneously pronounced. The true sound of *e* before *r* followed by a *consonant*, is thus described in Smart's Practice of Elocution. "*Er* and *ir* are pronounced by unpolished speakers just like *ur*, as indeed, in some common words, such as *her sir*, &c. they are pronounced, even by the most cultivated: but in words of less common occurrence, there is a medium between *ur* and *air*, which elegant usage has established, as the just utterance of *e* and *i* joined to the smooth *r*."*

* The Practice of Elocution, &c. by D. H. Smart, London, 1826, 8vo.

There are two errors to be avoided in practising the following words,—1st, that of making no discrimination between *er* followed by a *consonant* and *er* followed by a *vowel*, which leads to the fault of pronouncing the word *mercy* with the same sound of *e* as the word *merit*,—a fault which characterises the pronunciation of foreigners who are learning to speak the English language, and who are guided by analogy, instead of custom, in this point. This sound should be carefully avoided, as not belonging to English enunciation, or as being too analytical and pedantic. At the same time, the second error, that of substituting the sound of *u* in *turn* for that of *e*, should be avoided as a careless vulgarity.

Hérd èarn, term germ, earth stern, earl fern, learn eternal, person mercy, servant firmly, confirm internal, service fervor, virginal virtue, verdure personate, fir whirl, perfect discern, concern aspersion, disperse universal infirmity defer, prefer terse, pearl erst, mirth girt, girl sermon.

Same sound unaccented: Certificate termination, vermicular perpendicular, postern goatherd.

[The following words may be used as aids of *contrast*, to illustrate *one* of the sounds which should be avoided in the above class of words,—*Merit very merry error terror*; and the following to illustrate the *other* incorrect sound, which is also to be avoided, *Bird first her sir*.]

I, as in Pine: Y, as in Rhyme.

The 'first' sound of *i*, in Walker's notation.

There are two extremes to be avoided in the enunciation of this vowel,—the coarse error of giving it a broad and drawling sound, dwelling on the first part of the letter, and thus making it resemble the *a* of *fall*; the too nice or flat sound, which commences with nearly the sound of *a* in *ale*,—the result of avoiding too anxiously the errors just mentioned.

The true sound of long *i* Walker represents as com-

mencing with the sound of *a* in *father*, (properly *a* in *at*.) and diminishing to that of long *e*. These two sounds must be exactly proportioned, and nicely blended.

I'sle time, mile vile, vine dine, life my, knife sign, mine try, light child, bind thyme, smite right, wild ice, slice tide, glide chyle, bile mind, find repine, consign resign, beguile smile, pile might, delight fire, desire concise, style chyme, lyre dryad.

Same sound unaccented : Diagonal biennial, diæresis tiara, triennial diameter, infantile camomile, gentile pantomime.

I, as in Pin : Y, as in Hymn.

The 'second' sound of *i*, in Walker's notation.

The error commonly made in this sound, is that of obscuring it by careless articulation, so that it is made to resemble in some degree the sound of *a* in *fate*, or of *ai* in *fail*; thus, *Tain* for *tin*, *faish* for *fish*.*

The true sound of *i* short, is very nearly, though not exactly, that of *e* in *me*, much shortened.

Sin hill prim, pit wish fill, dim din skin, whim fit will, till sill since, prince wince quince, rinse wit sit, lit win bid, rid mince rill, till tip whip, sip skip tip, fib rib still, mystical symptom sympathy, mystery hypocrite cynosure.

Same sound unaccented : Historical histrionic minutely, vivacity discreet disparity, bedrid outfit saw-mill.

O, as in No : Oa, as in Oak : Ou, as in Course : Ow, as in Own.

The 'first' sound of *o*, in Walker's notation.

The errors in the sound of this letter, are, substituting

* It is impossible to reduce this error to an exact spelling; and the above attempt to represent it, is unavoidably a caricature rather than a copy. A true idea of the error intended may, however, be formed, by due allowance, from the notation used above.

for it the *o* of *nor*; as in *Fôrce* for *fôrce*; *sôrce* for *sôrice*, &c. shortening this sound of its proper length, as in *hom* for *home*, *whol* for *whole*, &c.

This is properly the longest vowel in our language, and should receive great length of sound.

‘Oh hò ôld hòme, bone cone tone stone, hope hold note coat, coach source sword recourse, perforce oats oaten boat, doat moat rote towards, sloth scroll troll drollery, ford forge bronze hoarse, port fort sport torn, disown sown cloak soak, soul toll sofa soda, shoulder soldier sole wholly, solely wholesome wholesale votary.

The same sound unaccented: Opinion donation domestic molest, protect proceed intonation desolate, melody custody eloquence innocence.

O, as in Move: Oo, as in Mood: U, as in True.

The ‘second’ sound of *o*, in Walker’s notation.

The errors which commonly occur in this sound, arise from a want of discrimination in the length of the sound, as affected by the consonant which follows it. Dental letters, following this sound of *o*, shorten it, and liquids, following it, give it length. An error in the sound of *ru* takes place in some words, thus *ryuin* for *ruin*; the ‘first’ sound of *u* being given, instead of the ‘third,’ or that of *oo* in *mood*.

Pròve mòod rèlè lôse tòol, boom moon rood behoove true, broom remove fruit group bosom, boom woo druid swoon groove, imbrue canoe gamboge gloom smooth, brutal cool doom pool poor, moor boor who tomb caisson, rude rural truant fruitless prudent.

O, as in Nor.

The ‘third sound’ of *o*, in Walker’s notation.

The error to be avoided in this sound, is that of making it nearly the same with the *o* of the word *no*, or dividing the sound into two parts, of which the first

is the *o* of *no*, and the second that of *u* in *up*, or of *a* in *at*; thus, *near* for *nor*.

Or *ðrb còrd sòrt shòrt stòrm, form horn scorn corn thorn cork, fork north torch horse lord resort, remorse unhorse retort contortion distorted mortal, morsel mortgage mortar torture forfeit formal, fortune sort torment coral born forlorn.*

The same sound unaccented: Forbear tormenting formality mortality sortie formation ornamental.

O, as in Not.

The 'fourth' sound of *o*, in Walker's notation.

The common error in the formation of this sound, is, as in the above examples, the substituting of *o* in *no*, or of *a* double sound formed by *o* in *no*, and *u* in *up*, or *a* in *at*; thus *Lòst* or *leàst* for *lost*. This sound should be carefully avoided, in this and the above classes of examples, as a striking mark of vulgarity or carelessness. There is also the opposite error of making the 'fourth' sound of *o* nearly like the 'fourth' sound of *a*; thus, *Gat, clack, &c.* for *got, clock, &c.*

Odd rob mob,* dog log bog, not rot dot, loss boss toss, cross Boston sob, prop fog croft, loft soft clod, doff costly god, goddess nod lofty, glossy dross fossil, foster hostage softness.

The same sound unaccented: Obtain occur commend, documentary prostration population, mammoth tremor algor.

O, as in Done.

The same with the second sound of *u*, or that of *u* in *tub, up, &c.*

The fault, in the formation of this sound, is the substituting for it the *o* of *smoke*, that of *nor*, or that of *not*.

* The inflections may now be supplied by the voice of the reader.

Come comrade combat none, nothing love comely word, world worm wont scourge, none such worship comfit colander, colonel bombard (noun) bombast (*n.*) compass, demon sovereign wonted sovereignty.

U, as in Tube, mute, &c. : Eu, as in Eulogy : Ew, as in Ewe : Ui, as in Suit : Iew, as in View ; and Eau, as in Beauty.

The 'first' sound of *u*, in Walker's notation.

The errors common in this sound, are the substituting for it that of *u* in *full* or *o* in *move* ; thus, *toon* for *tune*, and commencing the sound of *u* with that of *a*, instead of *e* ; thus, *tayoon* for *tune*.

Use cure lure tune dupe, fume useful human humour feud, hew few dew pew mew, new due cue sue blue, lubricate tumid cubic stupid constitution, institution revolution student studious duke, ducal superable supreme superior conclude, resume consume renew review beautiful, beauteous lucid luminary stupor fluid, importune opportunity mutual plural lurid, during duration dewy lunar lunatic, lunacy endure assume, astute confute.

The same sound unaccented : Lucubration educate articulate stipulate stimulate, singularly regular confluence calculate emulate, feature nature fortune.

U, as in Tub.

The 'second' sound of *u*, in Walker's notation.

There is sometimes an error heard in this sound, which makes it seem to resemble *o* in *on* ; thus, *onder* for *under* ; and another, which cannot be represented to the eye, but which gives this vowel a sound which is guttural, (formed too deep in the throat,) and with too wide an opening of the organs. This sound approaches, though very slightly, to the *o* of *on* : it should be carefully avoided, as uncouth and vulgar.

Up under tun run gun dub, cub rub dug tug mug
sup, duck cluck church such clutch much, shrub glut
strut nut nun hum, buzz purr cut puff gruff muff, dull
mull cull clung gulf gulp, tuft trust tusk musk hurl
skulk, skull unfurl churl custard bulge husky.

The same sound unaccented: Uptake undo unseal
sackbut conduct log-hut.

U, as in Bull, full, &c. : *O, as in Wolf, took, &c.*

The 'third' sound of *u*, in Walker's notation.

An error sometimes heard in this sound, is that of
obscuring it, by hastening over it, and dwelling too
much on the consonant which follows it. This error
cannot be exactly represented : it can only be generally
described as impairing the true and clear sound of the
letter.

Pull bush, push puss, put bull-dog, fuller wolfish,
foot wood, would could, should pulley, pulpit cushion,
cuckoo woman, sugar woollen, withstood wool, hood
stood good.

SOUNDS OF DIPHTHONGS.

Oi and Oy, as in Oil and Boy.

The common errors in this sound, arise from a want
of attention to the true sound of the initial letter of the
diphthong, which is the *o* of *not*, and not that of *no*.
Hence the faulty sound of *oil*, *bōy*, for *ōil*, *bōy*. A
worse error, though less frequent, is that of pronoun-
cing this diphthong like the letter *i*; thus, *ile* for *oil*.

Boil coil foil, toil soil coy, toy joy hoy, rejoice broil
spoil, void doit coin, loin joint hoist, moist joist voice,
oily joyful coinage, poise noise employ, embroil appoint
avoid, alloy recoil turmoil.

Ou, as in Pound: *Ow, as in Down.*

The neglect of the initial letter of the diphthong, is

also the cause of the common error in this sound, which consists in substituting the sound of *a* in *far*, or that of *o* in *orb*, for that of *o* in *done*, and prolonging unduly the first sound of the diphthong, causing a broad and drawling sound; thus, *Pawnd*, *tawen*, for *pound*, *town*.

The local error of New England, substitutes for the initial sound of this diphthong, that of *a* in *at*, or of *e* in *met*; thus, *Päund*, *täwn*, for *pound*, *town*.

How vow now thou, loud cloud cow gown, count
house town clown, scowl fowl mouth out, our ground
found sound, round souse mouse bounce, rebound re-
sound astound confound, coward cowering lowering
scouring, account recount surmount boundary, pound-
age hourly cowl growling.

CONSONANT SOUNDS.

These may be conveniently arranged according to the organs with which they are articulated.

Labial Letters.

Mute labials, *B, P*; *aspirated* labials, *F, PH, GH*, as in *Laugh, V*; *liquid* labial, *M*; *vocal* labial, *W*.

The common defect in the articulation of these sounds, is a want of force in the compression and opening of the lips.

In practising the following words, the utmost force and clearness of sound, should be given to the labial letters.

B,—Bay bad bar ball bee, bet bile bit bore bog, boon bush bust by blab, swab babe barb glebe web, imbibe bib globe rob bull, babbler bubbling double trouble unblamed, unblameable peaceably abominable hubbub bulbous.

P,—Pay pad par pall peat pet, pile pit pore pod poor push, pus pie ape pope pap harp, creep step pipe pip grope pop, pulp topple supple grappling uncropped nably.

F, PH, GH,—Fay fat, far fall, fie fee, fed file, fin fore, fess fool, fuss safe, staff wharf, sife thief, whiff oaf, off hoof, huff laugh, caliph baffle, offing sulphur, laugh'dst sifer, chaffering quaffed, triumph draught.

V,—Vane van vaunt, vie veer velvet, vile vogue volley, cave cove sleeve, helve dive live, grove love of, valve vivify revive, surviving valvular reviv'dst.

M,—May mat mark malt, mien men mile mist, moan mop moon must, my aim ham harm, qualm seem hem mime, hymn home doom come, lime maim mammal mummy, roaming commencement monument humbly, murmurs maimed humm'st humm'dst.

W,—Wane wail way wag war, wall wad we wine, win wo wot won beware, away bewail unwed unwashed.

Dental Letters.

Mute, D, T;—*Lisping*, **TH**, as in *Thin*; **TH**, as in *Thine*;—*Aspirated*, **J, G** soft; **CH**, as in *Church*;—**SH** sharp, as in *Shape*; **TI**, as in *Nation*; **CI**, as in *Gracious*; **CE**, as in *Ocean*;—**SH** flat, or **SI, SU**, &c., as in *Occasion, Division, Leisure*;—*Sibilant*, or hissing, **S** sharp and **C** soft, as in *Sauce*;—**S** flat, as in *Was*; **Z**, as in *Haze*.

D,—Day daw dart dash die din, deem den dome don dub duke, laid awed hard mad lied lid, feed fed mowed rod cud denude, deduce deduct added addled oddly wedded, called adds dubb'dst doubled dared dastard.

T,—Tame tar, tall tap, teeth tent, tithe twit, titter tome, top too, tutor tut, tight taught, tête-à-tête tart, tat cat, hot coat, total foot, destitute stutter, lightest tighten'dst, triturate capitulate, tittered hurt'st.

TH sharp,—Thane thank thaw, theory thigh thin, thorn threw throw, thrust thirsty scath, breath thrust-

eth north, youth growth worth, truths swath youths, hearths oath cloths.

TH flat,—They that thy though, thee then therefore swathe, paths seethe sithe blithe, tithe baths beneath oaths, thither underneath bathes swathes.

J and G soft,—Jay genius gentle jam jar, jet jeer gesture jilt jimp, giant gibbet jolt jostle just, gymnastic gyve gypsy joy age, liege edge budge judge judgedst.

CH soft,—Chair chat charm chalk check chine, chin churn chirp hatch march watch, each switch scorch birchen satchel beechen, twitching touchedst.

SH sharp, TI, CI, &c.—Shame shad, shark shawl, sheen shed, shine shin, show shot, shoe shrub, shroud shrink, shrive shrivel, shrine sash, marsh swash, mesh wish, brush push, splashing marshy, ration completion, discretion contrition, promotion revolution, disputatious—[*ce* and *ci* sounding *sh* :] herbaceous, ocean contumacious, specious delicious—[*ci* sounding *she* :] enunciation pronunciation, association partiality.

SH flat,—Derision abrasion adhesion, explosion confusion roseate, azure osier vision, leisure seizure treasure, pleasure occasion collision.

S sharp, and C soft,—Say sad salt saunter, see cease set slice, sister cistern cider soak, sod source sorcery sue, suds system ace pass, salts farce fleece suppress, ice assistance police miss, twice jocose toss juice, sluice fuss distress mists, hosts listenest listlessly interstice, solstice sayest assassin assassinates, assassinatest assassinatedst sustainest designest, presidest desistedst rests seduce.

S flat, Z,—Phases houses fantasm buzzes gales, homes dives zany breezes zebra, maze was has prizes dissolves, observes hussars dismays huzzas dismembers, disarms disburdens husbands philosophical disease, bedizens roses daisies venison horizon.

Palatic Letters.

K, as in *Key* : *C* hard, as in *Cue* : *Ch*, as in *Chorus* : *Q*, as in *Queen* : Kail cane quaint keel queer key, quid cone quote cup cube cake, squeak elk pike kick sick attack, quack quake crowd crust clay cloy, dirk work bulk skulk crack cracked, cracks crackst crack'dst crackling choral archives, architecture archangel quicker.

G hard, as in *Gag* : Gay gave, gap guard, gall ghost, green go, gone gulp, plague hag, bog jug, egg gargle, giggle gurgle, ogle glimpse, gray gross.

Semi-palatic Letter, or initial Y, as in Ye.

Yare yest yon, young yonder your, you youth yawl.

Aspirated or Breathing Letter.

H, as in *Hail* : Hay hat harm hall, heel head high hit, home hot horse hoot, hue hut hyphen behave, behest hence when why, who where wheat what, wherefore whirl whence vehement, annihilate human behemoth vehicle.

Nasal Letters.

N, as in *No* : Nay nap gnarl knee net, nice nib note not new, fain can barn keen ken, line sin own on hewn, grain noise now noun winnow.

NG, as in *Singing* ; *N*, as in *Finger* : *N*, as in *Think* ; *N*, as in *Concave* ; *N*, as in *Conquest*.

Gang king sprung length strength bank, sink being nothing writing hanging bringing, robbing singing conquer prolong concourse concubine, extinct distinction thank banquet sunk ink, thinks thinkest crank angle English congress, anger congregate anguish extinguish unguent languid.

Lingual Letters.

L, as in *Lull*: Lay lee, lie lo, loo law, lad lark, loll hale, all call, well weal, will wool, hull lowly, lily lullaby.

R initial, or before a vowel,* as in *Rude*. Ray rat, raw wry, pray brass, crape green, trait shrug, throw root, rust rural, around enrich, rebel Roman, roll rot, flowery contrary, library rest, rhinoceros roaring, rearing rushest, torrent dreary, briery priory, cruel truly, protrude.

R final, or before a consonant, as in *Air, far, farm*.† Hare are ore, ire our ear, harm form burn, eternal fern dark, farm marl furl, hurl whirl her, formal borne born, murmur far former, horn torpor stork, fork ford hoard, lord force horse, ark dart barter, herd learn arm, pearl world servant, border merchant adore, demure expire appear.

Exercise combining both Rs. Rarely rear roar error, horror roared reared warrior, terror regular irregular brier, prior truer.

These words should be articulated with great precision and energy, and the distinction of sound, in the two *Rs*, carefully observed.

Note.—The common errors in the sounds of this letter, are the substitution of the hard for the soft *r*; thus, *warr* for *war*; the entire omission of the letter, as in *wawm*, for *warm*, the protrusion of the hard sound after a consonant; thus, *derread* for *dread*. Nothing is more

* Articulated by a forcible trill of the tongue against the upper gum, forming a harsh sound, which may be denominated 'hard' *R*.
Note.—This sound should never be prolonged into a 'roll.'

† In the formation of this sound, which is much softer, the tongue bends inward in the mouth, and the vibration is very slight. This sound may be distinguished as 'soft' *R*.

The pupil should be trained, first, to give the perfect sound of the hard *R*, then that of the soft, then to articulate the two sounds, alternately, in rapid succession.

characteristic of true and graceful articulation, than the clear and appropriate sound of this letter.

Palatic and Sibilant Letter.

X, as in *Vex*: Axe sex ox expel exile, six oxen Saxon waxedst sexton, axle excel fixture extract exhortation exorcise expect.

X, as in *Examine*: Example exemplary exact auxiliary exalt exhort, exhaust exhaustion exhale exhibit exordium.

ERRORS IN ARTICULATION.

The common hinderances to distinct enunciation may, as far as articulation is concerned, be classed as follows:

1st. *Feebleness*, arising from a want of full and forcible emission of voice, and of due energy in the action of the organs,—particularly the tongue, the teeth, and the lips.

2d. *Omission*, a fault occasioned by undue rapidity or hurry, and sometimes by an inadvertent compliance with incorrect custom.

3d. *Obscurity*, caused by the want of precision and accuracy in the functions of the organs, and a consequent want of definiteness or correctness in the sounds of letters and syllables.

The rule of practice, therefore, in regard to the exercises of reading and speaking, should be, *Always to articulate with such energy, deliberateness, and accuracy, that every sound of the voice may be fully and exactly formed, distinctly heard, and perfectly understood.* A drawling slowness, however, and a pedantic or irregular prominence of unaccented syllables, should be carefully avoided. Faults arising from slovenliness, and those which seem to spring from misdirected study, are equally objectionable.

Errors in articulation may be conveniently classed according to the manner in which they affect the pronunciation of words and syllables.

1st. Those which consist in omitting or obscuring words. Among these are the following:

In the pronunciation of the conjunction *and*, cutting off the final letter *d*, and obscuring or omitting the initial letter *a*. These errors take place frequently, and in various circumstances, but particularly when *and* occurs before a word beginning with a vowel. Thus the word *and*, in the phrase 'air and exercise,' is not unfrequently pronounced in one of these three ways: 'air an' exercise,'—'air un exercise,'—'air 'n' exercise.'

The phrase 'of the' is also clipped of several letters, so as to be reduced, in some instances, to the bare sound of *th*. The following clause exemplifies the various degrees of this fault: 'The heat of the air was oppressive'—'the heat o' the air,' &c.—'the heat o' th' air,' &c.—'the heat th' air,' &c.

The preposition *to* is carelessly uttered as if with the sound of *o* in *done*, or of *u* in *but*, instead of that of *o* in *move*, shortened; thus, 'He went tū see the monument'—for 'to see,' &c.

2d. Errors in the articulation of *initial syllables*, by *omitting* or *obscuring* the sounds of letters. *The errors of omission* are, chiefly, such as the following: [The letter which is apt to be omitted, is italicised.]

* Belief believe benevolence benevolent delicious delight delightful delineate deliver denominate denominator calamity calamitous deny denial deliberate

* These and all following classes of words which exemplify errors or rules, are intended to be read aloud, *with great distinctness, and to be often repeated.*

denote denounce polite political, human * when wheat
why where what whirl whimper whale wharf wheel
which whisper white.

The errors of *careless articulation* and *obscure sound* in initial syllables, are chiefly exemplified in the letters *e* and *o*, which are incorrectly sounded like *e* in *her* and like *o* in *come*. The true sound of *e* and *o* in such syllables is that which is heard in the first syllable of the words *rewrite*, *domain*, *costume*.

Before behind behold beware event prepare proceeds.

O, as in *Domain*—Colossal, (incorrectly pronounced *cullossul*, &c.) Columbus proceed producing opinion domestic obey tobacco promote pronounce propose provide provoke position horizon.

O, as in *Costume*—Collect, (incorrectly pronounced *cullect*, &c.) collision command commemorate commence commit commission committee commodious communicate compactly companion compare competitor complete comply compose component comprise compress compute conceal concede conceit concern concession conclude concur condemn conduce condense condition conductor confederate confine confirm confute congeal conjecture connect consent consider consign console constrain construct consume consult contain content contemplate contend contribute control converge convey convince convulse correct correctly correctness corrupt corrode corroborate.

3d. The errors of articulation in *middle syllables*, are chiefly those which arise from the omission or obscuring of *e*, *o*, or *u*, unaccented, and the letter *r* before a liquid. These letters, although they should never be

* In words commencing with *wh*, the letters must be transposed in pronouncing; thus, *Hwen*, *hweat*, *hwuy*, &c. Except *who* and its compounds, with a few other words, in which the sound of *w* is dropped; as, *Whoever*, *whole*, *whoop*.

rendered prominent, ought always to possess their true sound, according to the nature of the combination of letters in which they occur.

The faulty *omission* of *e*, takes place as follows: Several every severing tottering murderer fluttering utterance traveller gravelly deliverer deliberate desperate—pronounced erroneously sev'ral ev'ry, &c.

The *omission* of *o*: Corroborate history rhetoric melancholy memorable memory desolate—pronounced incorrectly corrob'rate hist'ry, &c.

The *omission* of the letter *u*: Articulate perpendicular accuracy masculine regular—mispronounced artic'late, &c.

The *obscuring* of the letter *o*, or changing its sound from that of *o* in *domain* to that of *o* in *done*: Composition compromise disposition melody custody colony eloquence advocate absolute opposite obsolete crocodile philosophy philology zoology—pronounced incorrectly compösition melüdy elüquence, &c.

The *obscuring* of the letter *e*, or giving the sound of *e* in *her*, for that of *e* in *rewrite*: Society sobriety variety contrariety satiety—erroneously pronounced sociüty, or as if divided thus: societ-y, &c.

The *omission* of the letter *r*: Alarming disarming returning discerning confirming worldling reforming conformably remorsefully reverberate warrior—mispronounced ala'ming disa'ming, &c.

4th. The errors of articulation in *final syllables* are chiefly those of omitting or obscuring the sounds of vowels,—particularly that of the letter *a*. This letter, when it occurs in a final syllable unaccented, should have an obscure sound, which is intermediate between that of *e* in *met* and that of *e* in *mete*, resembling *i* short, and avoiding an exact or analytical style, bordering on either of these particular forms of the vowel.

Omission of s: Travel gravel vessel level hovel novel model chapel parcel sudden hyphen sloven mit-tens—mispronounced trav'l, &c.

Omission of a: Musical festival comical critical capital metal canonical pontifical numerical juridical ecclesiastical pharisaical paradisiacal fatal fantastical principal—mispronounced music'l met'l, &c.

Omission of i: Certain fountain uncertain—mispronounced cert'r, &c.

Omission of o: Horizon notion motion oraison diapason creation confusion explosion—mispronounced horiz'n, &c.

Obscuring the sound of *e*, so as to make it resemble that of *e* in *her*, or of *u* in *but*. Moment confidence equipment dependence dependent silent anthem providence independent prudent impudent confident parliament expedient—incorrectly pronounced moment confidence, &c. The *e* in these terminations should be that of the word *met*, without accented force.

Obscuring the sound of *a*, in a manner similar to that mentioned above: Ascendant descendant defendant perseverance jubilant expectant defiance affiance ordinance—mispronounced ascendent defiance, &c.

Obscuring the sounds of *o* and *ow* final into that of *u* in *but*: Potato tobacco motto fellow window widow meadow willow billow follow hallow—mispronounced potatü fellü, &c.

Omitting the sound of *g* in the nasal diphthong *ng*: Waking morning running walking dancing eating drinking sleeping resting flying moving swimming writing being deserving drawing drowning fawning. These and many other words, are pronounced incorrectly thus, wakin' mornin' runnin', &c.

Omitting the sound of *r*: War far star floor before flower more alarm return enforce recourse unhorse

remorse unfurl concert depart departure character
mutter murmur creator actor spectator nature crea-
ture feature—commonly mispronounced *waw*, *fah*,
stah, *ala'm*, *retu'n*, *depa't*, *depatshü*, &c.

Sounding *y* final like *e* in *her*: City society conform-
ity duty beauty—mispronounced *citě*, *societě*, &c.*

Adding the sound of *r* to final vowels and diphthongs,
when they occur before a word beginning with a
vowel: thus, *idear of*, &c. *lawr of*, &c. *tobaccor in*, &c.
drawr a plan, &c.

TERMINATIONAL SOUNDS WHICH ARE OFTEN IMPERFECTLY
ENUNCIATED.

able and *ably*.

The error in these terminations, is that of substitut-
ing the *a* of the word *able*, the *i* of *audible*, or the *u* in
bubble, for the *a* of *babble*,—rendered short, however,
from becoming unaccented. There is a still grosser
error of inserting a sound like that of *u* in *but*, between
the *b* and the *l*, of the termination *able*; thus, *amiabül*
for *amiable*.

Applicable formidable commendable, peaceable agree-
able palpable, perishable sociable amiable, pitiable
honourable detestable, abominable formidably com-
mendably, agreeably sociably amiably honourably,
detestably respectably immutably tolerably.

ible and *ibly*.

Enunciated incorrectly with the *u* of *bubble*, for the
i of *nibble*,—rendered short, as unaccented.

Invincible forcible incredible audible, illegible con-

* These and several other classes of errors, might have been
arranged under the general head of pronunciation, and pointed out
in the lesson on that subject. But it seemed preferable to trace
them to their source,—a faulty articulation, or want of precision in
the play of the organs.

trovertible incontestible feasible, susceptible perceptible invincibly forcibly, incredibly audibly perceptibly contemptibly.

ure.

The error commonly heard in this termination, is that of substituting *u* in *but* for the short name sound, as heard in the word *universal*; thus, *treasur'* for *treasure*.

Pleasure measure exposure erasure composure, displeasure outmeasure nature feature creature, pressure fissure leisure closure disclosure, censure tonsure ligature miniature portraiture, legislature imposture departure seizure.

ciate and tiate.

The common error is that of shortening this termination into one syllable, in words in which it should form two; thus, *emashate* for *emaciate*, [ema-she-ate, if analyzed.]

Depreciate officiate enunciate announce consociate associate, ingratiate expatiate dissociate excruciate.

cial and tial.

Commonly mispronounced as if terminating with *ul* instead of *al*; thus, *Sociul* for *social*, [so-shal.]

Special judicial, beneficial artificial, superficial provincial, commercial confidential, initial substantial, circumstantial credential, providential prudential.

ful and fully.

Sometimes carelessly enunciated with the sound of *u* in *bulk*, instead of that of *u* in *full*,—if divested of accent; thus, *dreadful* for *dreadful*.

Needful awful playful, fanciful peaceful changeful,

gracefully revengeful guilefully, beautifully tuneful hopeful.

tion and sion.

Often carelessly articulated without *o*; thus, Occa-
z~~h~~n for occasion, [occa-zhun.]

Evasion invasion confusion persuasion, adhesion
cohesion decision division, provision explosion diffu-
sion conclusion, impulsion compulsion dimension ex-
pansion, comprehension aversion incursion compas-
sion, concession profession procession constitution, so-
lution institution caution option, perception addition
repetition acquisition.

dian, diate, dious, and eous.

Mispronounced by dropping the sound of *i* or of *e*;
thus, Injan for Indian, by changing *a* into *u*, as Injun
for Indian, and sometimes by dividing thus, In-de-an
for Indian, [Indyan or In-dye-an.]

Tedious perfidious fastidious insidious invidious,
meridian compendious odious melodious commodious,
hideous lapideous comedian mediate intermediate;
immediately repudiate araneous spontaneous homo-
geneous, duteous plenteous bounteous beauteous
quotidian.

rian, rial, rious, reous, rion and rior,

Ought to make the *i* and *e* a distinct syllable; as *r*
does not naturally blend with the vowel which follows
it. Hence the necessity of pronouncing Histo-ri-an as
a word of four syllables, and not allowing the *i* to drop
into the sound of *y*.

Barbarian librarian agrarian valerian senatorial
equestrian, various gregarious glorious victorious
laborious notorious, arboreous vitreous mysterious

pretorian clarion criterion, centurion superior inferior
anterior material imperial, memorial armorial.

sm, lm, rm.

Sometimes articulated in an awkward manner, which allows a sound like that of *u* in *up*, to drop in between *m* and the letter which precedes it; thus, *Patriotisūm*, for *patriotism*.

Criticism exorcism, phantasm spasm, chasm witticism, fanaticism helm, whelm elm, overwhelm worm, arm alarm, harm disarm.

COMMON ERRORS EXEMPLIFIED IN PHRASES.

The importance of exemplifying current errors in phrases or sentences, arises from the fact, with which teachers are familiar, that a word placed separately, on a column or a list, becomes necessarily so conspicuous as to be more attentively observed and correctly pronounced; while the same word, merged in the body of a phrase, is apt to escape the attention, and to be pronounced incorrectly.

I *saw* (*sawr*)* a man who told me all things that ever I did.

I have no *idea of* (*idear of*) what is meant.

He will sail for *Cuba* (*Cubar*) in a few days.

We were at that time *speaking of* (*speakin'*) your brother.

He had violated the *law of* (*lawr of*) the land.

There were *several* (*sev'ral*) rare books in his collection.

They were *every* (*ev'ry*) moment expected to appear.

They were *travelling* (*trav'llin'*) in great haste.

The visitors were *numerous* (*num'rous*) on that day.

He seemed sunk in *melancholy* (*melunch'ly*).

* The error in the above examples, is contained within the parenthesis.

He was reduced almost *to* (tũ) despair.

You were then ready *to* (tũ) depart.

His *political* (p'litic'l) opinions were *liberal* (lib'rul).

There was a *radical* (radic'l) error in his opinion (ũpinion).

It was a *vessel* (vess'l) of the first class.

His *character* (cha'acte') was held in just *estimation* (estimash'n).

He was a sincere friend to *liberty* (libe'ty).

His *notions* (nosh'ns) of his own condition (condish'n) were absurd.

He fails in *articulate* (artic'late) *utterance* (utt'rance).

A *certain* (sut't'n) man had two sons.

His *composition* (compũsishn) was *far* (fah) from being *correct* (cũrrect).

The grave of the *Indian* (ĩjun) chief.

We are not *fastidious* (fastijous) in our taste.

He gave a *conditional* (cundishnũl) promise.

The bird was *fluttering* (flutt'rin') over her nest.

You had a very *calamitous* (c'lamitous) voyage.

It was contrary to the *law of* (lawr of) nature.

His face wore a *cadaverous* (cadav'rous) hue.

The measure is *preposterous* (prepost'rous).

You were unable *to* (tũ) speak.

She was present at the *musical* (music'l) *festival* (festiv'l).

He had been a great *traveller* (trav'ller).

They were unwilling to leave a *certainly* (sut'tnty) for an *uncertainty* (unsut'tnty).

The measure rendered them *odious* (ojous).

The declamation was animated *and* (an') chaste.

Among the boughs *of* (o') the trees.

Actuated by honor *and* (un') honesty.

Take the rod *and* (an') axe *and* (an') make the *murder* (muddẽ) as you make the law.

He spoke *to* (tű,) them of it before (büfore).

On every (ev'ry) leaf *and* (an') every (ev'ry) flower.

The creation (creash'n) and preservation (preservash'n) of life.

The testimony of the second witness corroborated (currob'rated) that of the first (fust).

The benevolent (b'nev'lunt) Howard.

The fruit was delicious (d'licious); the prospect was delightful (d'lightful).

The stranger was remarkably polite (p'lite) to them.

The dignity of human ('uman) nature (natshű).

When (wen) will what (wat) he whispered (wispered) transpire?

Where (were) wheeled (weeled) and whirled (wirl-ed) the floundering (flound'rin) whale (wale).

Behold (bühold) he is before (büfore) you.

Be prepared (prüpared) to precede (prücede) them.

His opinion (űpinion) was that we ought to obey (űbey).

They committed (cűmmitted) the whole piece to memory (mem'ry).

The communications of the competitors, were compared. (cűmmunications, &c.)

You concurred in condemning the confederates (cuncurred, &c.)

The building which was constructed of wood, and contained a vast quantity of combustible materials, was, in a short time, consumed (as above).

She studies history (hist'ry) and rhetoric (rhet'ric).

He had no disposition (dispűsish'n) to employ himself in composition (compűsish'n).

His eloquence (elűquence) set the colonies (colűnies) in a flame.

Nature (natshű) and society (sűcietty) are not always in unison (unis'n).

Fair (fai') Greece, sad relic of departed (depa'ted) worth (wo'th).

Immortal (immo'tal) though no more (mo').

Easing their steps over (ove') the burning (bu'ning) marl (ma'l).

The vessel (vess'l) was built as a model (mod'l).

We travelled (trav'lled) on a level (lev'l) road of gravel (grav'l).

His musical (music'l) tone had a comical (comic'l) effect.

A specimen of the metal (met'l) was sent to the capital (capit'l).

In a moment of imprudent confidence, he declared himself independent of their assistance (momunt, &c.)

Looking (lookin') out of the window on the willows in the meadow (windŭ, &c.)

Dancing, drawing, and singing, being only graceful accomplishments, are much less important than the useful ones of reading and writing (dancin', &c.)

And the smooth stream in smoother (smoothe') numbers (numbë's) flows.

Rarely does poverty overtake the diligent (as above).

Faults of local usage exemplified. Inadvertent compliance with negligent and erroneous custom, is a great source of the defective articulation which prevails in reading. The extent to which faults of this class are sometimes carried, even in circumstances otherwise favourable to good education, may be inferred from the following specimen of the actual style of articulation, current in many schools, which are certainly well taught in other respects. Exercises similar to the following, should be occasionally performed by the student, for his own use, with a view to the detection of current errors, which might otherwise escape his notice, and influence his own articulation.

The following extract is printed, it will be observed, with a notation of the incorrect articulation, throughout. The design of this arrangement is to arrest the attention, and produce, if possible, an adequate impression of the consequences of hasty and careless utterance.

Extract. "The young of all animals appear to receive pleasure, simply from the exercise of their limbs and bodily faculties, without reference to any end to be attained, or any use to be answered by the exertion. A child, without knowing anything of the use of language, is in a high degree delighted with being able to speak. Its incessant repetition of a few articulate sounds, or perhaps of a single word, which it has learned to pronounce, proves this point clearly. Nor is it less pleased with its first successful endeavours to walk, or rather to run, which precedes walking, although entirely ignorant of the importance of the attainment to its future life, and even without applying it to any present purpose. A child is delighted with speaking, without having anything to say, and with walking, without knowing whither to go. And previously to both these, it is reasonable to believe, that the waking hours of in-

Incorrect articulation.
The young of all animals (anim'ls or animal's) appear to receive *playzhū*, simply from the exe'cise of their limbs an' bod'ly fac'lties, without ref'rence to any end tū be attained, or any use tū be answered by the exū'sh'n. A child, without knowin' anything ū th' use of language, is in a high d'gree d'lighted with bein' able tū speak. Its incess'nt rep'tish'n of a few artic'late sounds, or p'r'aps of a single word, which it has *lunn'd* tū prū-nounce, proves this point clea'ly. Nor is it less pleased with its fūst successful endeavūs tū walk, or rather tū run, which prūcedes (or pre-cedes) walkin', although entirely ignūrūnt ū th' impo'tence ū th' attainmūnt to its futū' (or futshū) life, and even without applyin' it to any pres'nt pu'pose. A child is d'lighted with speakin' without havin' anything tū say, and with walkin', without knowin' whither tū go. An' pre-viously tū both these, it is

fancy, are agreeably taken up with the exercise of vision, or perhaps, more properly speaking, with learning to see." *•

reasonabül tũ b'lieve, that the wakin' hours of infancy, are agree'bly taken up with the exe'cise of vizhn, or p'r'aps, more prope'ly speakin', with *lunnin'* tũ see.

Errors of the above description, vary, of course, with the places, and even the schools, in which they exist; and the above, or any similar example, must be considered as thus limited, and not as meant to be of *universal* application. It should farther be observed, that, in exhibiting a specimen of prevailing faults, it becomes necessary to the usefulness of the exercise, to include in the notation of a passage, all the errors usually made by a class, although the number might be much smaller for an individual.

Every person who fails of articulating distinctly, has an habitual fault, in the pronunciation of one or more classes of words or syllables, and sometimes, perhaps, of letters. These should be selected and thrown into the form of sentential exercises, for daily practice, in the manner exemplified in this lesson.

'Natural impediments,' or,—as they should rather be called,—faults of early habit, must be removed by means adapted to particular cases. But there are few students who do not need, in one form or other, the full benefit of careful practice in this department of elocution. The very general neglect of this branch of elementary instruction, leaves much to be done, in the way of correction and reformation, at later stages. The faults acquired through early negligence, and confirmed into habit by subsequent practice, need rigorous and thorough measures of cure; and the student who is desirous of cultivating a classical accuracy of taste, in the enunciation of his native language, must be willing to go back to the careful study and practice of its elementary sounds, and discipline his organs

* The above extract should be read *aloud*, from the incorrect articulation; the errors being rectified, when necessary, by reference to the extract as correctly given.

upon these, in all their various combinations, till an accurate and easy articulation is perfectly acquired. The 'exercises in articulation and pronunciation,' are arranged with a view to this object.

PRONUNCIATION.

THIS department of elocution is sometimes termed *orthoepy* (correct speech.) It is properly but an extension and application of the subject of the preceding lesson. Articulation regards the *functions* of the organs of speech; and pronunciation, the *sound* produced by these functions, as conforming to, or deviating from, the modes of good usage. Speech being merely a collection of arbitrary sounds, used as signs of thought or feeling, it is indispensable to intelligible communication, that there be a general agreement about the signification assigned to given sounds; as otherwise there could be no common language. It is equally important that there be a common consent and established custom, to regulate and fix the sounds used in speech, that these may have a definite character and signification, and become the current expression of thought. Hence the necessity that individuals conform, in their habits of speech, to the rules prescribed by general usage,—or, more properly speaking, to the custom of the educated and intellectual classes of society, which is, by courtesy, generally acknowledged as the law of pronunciation. Individual opinion, when it is at variance with this important and useful principle of accommodation, gives rise to eccentricities, which neither the authority of profound learning, nor that of strict accuracy and system, can redeem from the charge of pedantry.

It is a matter of great importance, to recognise the rule of authorized custom, and neither yield to the influence of those errors which, through inadvertency,

will creep into occasional or local use, nor, on the other hand, be induced to follow innovations, or changes adopted without sufficient sanction. A cultivated taste is always perceptible in pronunciation, as in every other expression of mind; and errors in pronouncing are unavoidably associated with a deficiency in the rudiments of good education.

To obtain an undeviating standard of spoken language is impossible. The continual progress of refinement, and, perhaps, sometimes, an affectation of refinement,—and at all events irresistible custom,—are perpetually producing changes in speech, which no individual and no body of men can completely check. Neither Walker, therefore, nor any other orthoepist, can be held up as permanent authority in every case. Still, there is seldom or never an individual so happily situated, as to be necessarily exempt from local peculiarities which are at variance with general use. An occasional appeal to the dictionary, must therefore be useful to the majority of persons; and, of the various dictionaries in common use, Walker's may be taken as, on the whole, the safest guide to good usage in pronunciation. A few allowances must, of course, be made for those cases in which a sound is noted, that cannot be exactly expressed to the eye, by any combination of English letters. The chief of these instances are explained in the exercises in articulation and pronunciation.

Persons who are desirous of perfecting their pronunciation would do well to read aloud, daily, a few columns of Walker's* dictionary, and mark with a pencil those words which they find they have been accustomed to mispronounce, themselves, or to hear mispronounced by others. This exercise, however, must be

* The author would refer to Mr. J. E. Worcester's edition of Todd's combination of Johnson and Walker's Dictionaries, as, perhaps, the fullest and most accurate work of its kind. Mr. W.'s Comprehensive Dictionary presents the same matter, in a form adapted to schools. The same author's edition of Dr. Webster's Dictionary, is a book of great practical value, in the department of orthoepy, from the distinct and satisfactory manner in which it indicates those words which are liable to various modes of pronunciation, and those in which Dr. Webster's style is peculiar.

performed on the column which contains the *orthoepy*, and not on that which contains the *orthography*, as errors would otherwise escape unnoticed. The following will be found an easy way of committing to memory the words which are marked as above mentioned. Let the student compose a sentence comprising all the words which he has marked in one reading; and by repeating such a sentence several times daily, the correct pronunciation of the words will soon be permanently impressed on his mind. A steady course of such application will, in a few months, enable him to pronounce correctly every word in the English language, and save him from embarrassment and errors in reading or speaking in public.

Errors in pronunciation may regard either the quality of *sound* in *letters*, or the placing of *accent* on *syllables*. The former may be classed alphabetically, for the convenience of referring easily to particular letters.

VOWELS.

The letter A.

The errors committed in *obscuring* the sound of this and other letters, have been already pointed out, under the head of *articulation*. The following errors do not necessarily imply any indistinctness in articulating, but rather a mistake regarding the particular *sound* to be given to this letter, in different circumstances.

Errors.—The indefinite article is often pronounced with the sound of *a* in *fate* for that of *a* in *fat*; thus, I saw ā man, for I saw ā man. This is merely a childish error, continued from the elementary schools, and should be avoided, as rendering pronunciation formal, precise, and mechanical.

A in unaccented initial syllables, is mispronounced in the same way; thus ābate for ābate;—so is *a* final, as in Cubā for Cubā; and, generally, *a* unaccented, in the following and similar syllables: honorāry, obdurācy, peaceābly, for honorāry, obdurācy, peaceābly.

RULE.—The letter *a*, constituting an unaccented syllable, or occurring at the end of an unaccented syllable, has the sound of *a* in *that*, as in the words, *Atone*, *lunacy*, *habitual*, *algebra*, &c., which must not be pronounced *Aytone*, *lunācy*, *hābitual*, &c.; but *ätone*, *lunäcy*, *hăbitual*, &c.

Examples for Practice.

*Abash** *abandon* *abed* *abet* *abettor* *ability* *above*
about *abode* *aboard* *abolish* *abominate* *abortion* *abreast*
abyss *acclamation* *acute* *adamant* *adept* *admirable*
adore *adorn* *adoption* *adult* *adrift* *afar* *afresh* *afloat*
again *agree* *agreeable* *alarm* *alas* *alert* *alike* *amass*
amaze *amend* *amid* *amuse* *apart* *apace* *apology* *are*
araneous *aright* *arise* *arcana* *Asia* *atone* *Athens* *atro-*
cious *avail* *avenge* *avert* *aver* *avow* *awake* *aware*
away *bade* *canal* *cadaverous* *calamity* *cadet* *caliginous*
calumniate *canine* *canonical* *canorous* *caparison* *capit-*
ulate *caress* *catarrh* *cathedral* *censurable* *chimera*
commendable *conversable* *convalescent* *contumacy*
comfortable *conformable* *constable* *contrary* *corollary*
creditable *curvature* *customary* *decatalogue* *declaration*
demagogue *despicable* *dictatorial* *dilatory* *dilemma*
diploma *drama* *Persia* *privacy*.

In one class of words, the opposite error of giving the sound of *a* in *fat* instead of *a* in *fate*, is prevalent, as in *Mättron* for *mättron*.

The same error is often heard in the pronunciation of words of Hebrew, Greek or Latin origin, as in *Dräma* for *dräma*, *Achäia* for *Achäia*, *Isiah* for *Isäiah*.†

* Where two *As* occur in the same word, the one which is mispronounced is in *Italic* type.

† Wherever local usage sanctions the broad *A*, in pronouncing the ancient languages, that sound may, of course, be adopted, without positive error, in reading such words, when embodied in an *English* sentence. But where, as in both *Old* and *New England*, the classical orthoepy is anglicised, the flat sound of *A* should be heard.

Examples for Practice.

Patron patriot patriotism matronly satyr Saturn
datum desideratum arcana transparent transparency
azure stratum Diana Caius Isaiah Sinai.

Note.—Patriotic patronage patronised, are exceptions.

E.

Errors.—The sound of *e* in *me*, for that of *e* in *met*, as in re-creant for rec-reant.

Examples for practice.—Recreate recreation relaxation reformation heroine heroism defalcation preface recreant.

Error.—The sound of *e* in *met*, for that of *e* in *me*, as in es-tate for e-state.

Examples for practice.—Esteem establish escape especially.

For other errors, see lesson and exercises in articulation.

I.

Error.—The sound of *i* in *pine*, for that of *i* in *pin*, as in Di-rect for direct, [de-rect,] masculine for masculin.

Examples for practice.—Diverge vivacity vicinage divert.

Adamantine amaranthine bitumen digress dilate digestible digest (verb) digression dilacerate dilute diminish diminution diminutive diploma direction directors diversion divorce diversity diversify divest divinity divisible divulge feminine fertile finesse fiducial financier finance febrile hostile juvenile liquidity litigious mercantile minute minotaur minuteness minority philosophical philosophy piano piazza pilosity reptile sinistrous.

For other errors, see as above.

O.

Error.—The sound of *o* in *no*, for that of *a* in *not*, as in Progress, process, produce (noun), extol; mispronounced Prō-gress, &c., for prog-ress, &c.

The sound of *o* in *not*, for that of *o* in *no*, as in Revolt, sloth, portrait; mispronounced Revölt, &c., for revölt, &c.

The sound of *o* in *no*, for that of *o* in *done*, as in Testimōny, patrimony, matrimony, nugatory, dilatory, none; mispronounced Testimōny, &c., for testimony, [testimūny.]

For other errors, see lesson and exercises in articulation.

 U and Y.

For errors in the sounds of these letters, see as above.

 DIPHTHONGS.

See, as above.

 CONSONANTS.

D and T.

Error.—These letters, when they occur before *u*, sounding as in *tube*, are mispronounced in two ways:

1st. Through carelessness or affectation, they are softened too much, as in Ejucate and nachure, for educate and nātchure.*

* The true sounds of these letters, when they occur as above, cannot be easily expressed to the eye. The *d* and the *t*, however, should be softened but very little. A slight softening of these letters in the above situation, is natural and appropriate; as we may find by adverting to the very prevalent softening of these letters, in the current pronunciation of such phrases as 'would you,' 'could you,' 'intreat you,' containing a similar combination of sounds. It is the excess, and not the thing itself, that is to be avoided, in pronouncing the words in the text above.

2d. From a fastidious care to avoid this sound, they are pronounced in a separate and analytic manner, which wants fluency and freedom; thus, *Ed-u-cate* and *na-t-ure*.

Examples for practice.—Educate education creature feature arduous virtue virtuous fortune spiritual spirituous signature individual gradual graduate naturally.

For other errors, see as before.

Error.—The *sounding* of *h*, when it ought to be *silent*, as in *Humour*, *hostler*, *hospital*, *humble*; for *'umour*, &c.

For other errors, see as before.

The errors commonly made in the sounds of the other consonants, are mentioned in the lesson and exercises on articulation.

ACCENT.

Accent is the force with which we pronounce the most prominent syllable of a word, as in the syllable *man* in the word *man'fully*.

Errors in accent consist in transferring it to syllables on which it is not authorized by present custom, or established usage, as in *Con'template* for *contem'plate*, *con'tents* (noun) for *conten'ts*; and in giving undue force to unaccented syllables, as in *aff'ection* for *affec'tion*.

The former class of errors, is to be corrected by reference to the dictionary, in the manner already mentioned. The following words may serve as specimens of common faults in accent.

Disyllables, erroneously accented on the *first* instead of the *second* syllable: *Detail* *retail* *recess* *access*. *Polysyllables*, erroneously accented on the *second* syllable instead of the *first*: *Acceptable* *commendable*. The accent on the second syllable of these words is entirely obsolete; and the attempt to revive it, although favouring harmony of sound, is in as bad taste as the introduction of obsolete words in writing, or the adoption of antiquated fashion in garments.

Polysyllables, erroneously accented on the *first* syllable instead of the *second*: *Contemplate* *compensate* *extirpate*.

The fault of improper force on unaccented syllables, arises from prolonging the vowel in such syllables. This error is illustrated in the incorrect sound of the initial *a*, as in *ābandon* for *abandon*. It occurs also in the

following and similar words: Attract attraction detract deduce deduct deduction detraction delusive deride derision relate remit remember review addition;—mispronounced att'ra'ct, de'tra'ct, for attra'ct, detra'ct, &c. This fault should be carefully avoided, as imparting to words, a childish or mechanical accent, in the style of early lessons at elementary schools.

The English language differs from others in no point more strikingly, than in the peculiar force of its accent, which seems almost to absorb the enunciation, in reading or in speaking,—particularly the latter. This characteristic is, no doubt, often carried to excess through carelessness and inattention, and produces a faulty obscurity of articulation, in unaccented sounds. But the fault of this extreme, cannot justify the opposite, which tends to *equalise* accent, somewhat in the manner of the French language. The style of pronunciation becomes, in this way, feeble and inexpressive, by losing the appropriate native prominence of English accent.

THE WORDS *The, By, My*.

The, before a word beginning with a vowel, should be pronounced with the same sound of *e* as in *Relate*: before a word beginning with a consonant, it should have the obscure sound, as in the second syllable of *eternal*; but never the sound of broad *a*.

By, in colloquial or very familiar language, may be pronounced short, with a sound of *y* corresponding to that of *i* in the word *it*, and not as sometimes heard, like the *e* of *me*. But, generally, the *y* should be long.

My should always be pronounced with the short sound of *i*, mentioned above, unless in emphatic expression or in solemn style; and, in the latter, only in phrases directly associated with solemnity, as in the following: 'my God.' Familiar phrases, even in serious or solemn style, should retain the short *y*; thus, *My hand, my heart, my mouth*,—not *my hand, &c.*—So also in phrases of address, *my lords, my friends, my countrymen, &c.*—not *my lords, &c.* The word *myself* should never have the long *y*.

THE TERMINATION *ed*.

In the reading of the Scriptures, the solemnity and antiquity of the style are supposed by some to require, or at least to authorize, the sounding of *e* in such words.—This, however, is a matter of taste merely, and should never be extended to other reading.

The preceding illustrations of errors in pronouncing, are intended rather to suggest the necessity of the dictionary exercise already prescribed, than to give a full list of mispronunciations. Many important classes of faults in pronouncing are included in the lesson and exercises in articulation, which it may be useful to repeat, before commencing the exercise from the dictionary. This exercise may be performed, to great advantage, by the use of the slate and pencil; the pupils in a class writing, at the dictation of the teacher, a column or more of words, and on a column opposite, the orthoepy or actual pronunciation of each. It may afford a useful variety in the form of exercise, to write occasionally the orthoepy alone, as a discipline of the ear, or rather of the mind, in quickness and accuracy of attention.

RULES AND INSTRUCTIONS

TO ASSIST THE PUPIL IN AVOIDING ERRORS, &c.

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1. When reading you should look forward a little, as you do when walking, to see what is before you, and what things will make you pause a little, and where you must stop. . .	53
2. Read so slowly that you can speak all the words distinctly, and pronounce them correctly; but do not drawl or whine your words.	57
3. Do not read as though you were reading or talking to yourself, but as though you were telling something to those who hear you.	62
4. Read to any person, as loudly as you would speak if talking to him.	66
5. Avoid reading rapidly and carelessly, as you approach the end of a sentence.	71
6. Sit or stand erect when you read. Leaning the head and shoulders forward causes the voice to sound badly.	80
7. Be careful to learn and remember the stops and marks so well, that you will know their meaning whenever you meet them. .	84
8. If a dash, stars or dots, stand for a whole word, call that word <i>blank</i>	88
9. Do not read easy lessons too fast: but always think of what you are reading, and read as though you were attending to it carefully.	93
10. Be careful that you do not repeat your words in reading; once reading a word correctly, is enough.	96
11. Avoid the common error of omitting the letter <i>f</i> in the word <i>of</i> . It should be sounded distinctly like <i>v</i>	100
12. Read questions as you would ask them: and let your voice fall at the end of answers to questions.	123
13. Both Poetry and Prose, that relate to religious subjects, should be read more slowly, distinctly and seriously, than what relates to other subjects.	144
14. In reading humorous pieces, or such as excite laughter and merriment, the reader must not laugh.	155
15. Above all things, while you are reading or talking, avoid thinking of yourself. Think of the subject upon which you are reading.	158
16. Avoid the habit of being obliged to make coughing or other unpleasant noises, just as you are beginning to read. . . .	172
17. The habit of reading as though you were in a hurry, and wanted to get along fast, must be avoided.	175
18. Avoid running your words together, so as to make two or more words sound like one.	178
19. When you do not know how to pronounce a word, or are obliged, for any other reason, to hesitate while reading, do not cough. Stop silently, till you are ready to proceed.	181

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20. In order to make your reading appear as much as possible like good speaking or conversation, it is necessary to look at the persons to whom you read, when you can do so without making mistakes.	184
21. When you look at the persons to whom you are reading, look at them as you would if you were talking to them.	189
22. When an author has made imperfect rhymes, you must not mispronounce the words, in order to make the rhymes good. Read correctly what is written. If it sounds improperly, the fault will not be yours.	195
23. The custom of reading rapidly and with inattention, such passages as have been committed to memory, must be avoided.	198
24. Read attentively, so that you will be able to give a good account of everything you read.	201
25. It is a poor excuse for any fault to say, "I forgot to do right." Remember and be willing to do correctly whatever has been taught you, and you will become a good reader.	207
26. When you are alone, think of your faults: when you are with others, correct those faults. This applies to reading, and to all things that you do.	213
27. As we cannot read well what we do not understand, we need to study what seems difficult, and look in a dictionary for all hard words, whenever found.	220
28. As soon as you can understand by a dictionary how words should be pronounced, you should be in the habit of consulting it that you may avoid all errors.	224
29. As Blank Verse has no rhymes, great care must be had in reading it, that no pauses are made at the ends of the lines except what the sense requires.	228
30. General Rules for reading the Scriptures, may be found at page	233
31. Where the word saying or said is immediately followed by what is said, the voice must not fall, and there must be no longer pause than what is common at a comma.	234
32. In reading the Sacred Scriptures, we should be still more careful than in reading anything else, to avoid abbreviating or clipping the words, or crowding them together. They should be read distinctly and deliberately.	237
33. Although the Sacred Scriptures are to be read slowly and very seriously, yet a drawling manner and all unnatural tones are to be avoided.	242
34. Do not name the number of the verses before you read them, unless it is by direction of the Teacher.	252
35. In reading the various names of the SUPREME BEING, great care should be taken to pronounce them distinctly and with reverence, but, as before mentioned, the custom of giving them an unnatural and drawling pronunciation, must be always avoided.	259
36. When a word ends with s, and the next word begins with s, or has much the sound of s, the first word must be pronounced very distinctly before you begin to pronounce the second.	263

THIRD BOOK.

LESSON I.

RULE. When you are reading, you should look forward a little, as you do when walking, to see what is before you, and what things will make you pause a little, and where you must stop.

LITTLE EDWARD.

1. **LITTLE** Edward thought much about the Lord, and tried to do right. When he was only four years old, he did not like to go to bed without saying his prayers. It was a very pleasant sight, after he had eaten the bread and milk from his little porringer, and had his night-gown tied nicely, to see him kneel by his mother's side, and lisp his evening hymn, and the Lord's Prayer.

2. He loved his father dearly, and when his mother told him that God was his Father in Heaven, he also loved Him; and when he repeated his prayer, he really wished that the Lord would do good to his father, and mother, and himself, and all persons.

3. It was a pleasure to look in Edward's face; for he had so much sweetness and innocence in him, that it shone out at his eyes; and they were so clear, and bright, and blue, that his countenance was like the sky in a happy summer's morning.

4. When I was twenty years old, and he was four, he would watch the time in the afternoon when I laid my work away, and always ask me then to go and run with him: and we used to run round the house together, for half an hour at a time. How pleasant it is to play with those who are kind and good!

5. His little feet went so fast, that he almost always reached the corner before I could; and the first thing I would see, would be his little sparkling eyes, and his gold colored ringlets blowing in the wind, as he bent forward to peep and see if I were coming. One day the kitten was running round the corner, when he came up very quick, and she was so scared, that she put up her back and hissed; and then you might have heard Edward all over the neighborhood, he laughed so loud.

6. When we went into the house, his cheeks would be as red as the beautiful little crab-apples in the garden, and his breath would come so fast, that he could hardly speak; but as soon as he could speak, he would say, 'Now you will tell me a story.' Then he would take my hand, and lean his little curly head on my shoulder, by the hour together, as quiet and happy as a little lamb, that lies down by his mother's side, and chews clover in the sunshine.

7. One night, when I took him up in my lap to undress him, I said, 'Whose boy are you, Edward?' 'I am God's boy,' said he; 'He has lent me to my father and mother,—but one of these days I shall go to Him.' He sat for some time looking out at the window, and winking his eyes slowly, as if he was

thinking of something ; and then he turned towards me with a look full of love and joy, as he said, ' If I am a very good boy, it may be that mother, and I, and all of us, will go to heaven together. I should like to have hold of dear mother's hand when we go.'

8. I kissed him; and I knew that, whether he lived to be a man, or died while he was a little boy, he would always be happy while he thought so much of the Lord. Indeed, he never seemed to forget that all his little comforts, and all things he loved, were given him by a good Father, who is in the heavens.

9. One evening I was sitting at my chamber window, when I heard the girl coming up stairs to put Edward to bed. As he went by the door, I heard his sweet voice, as he said, ' Where is my aunt Maria ? I must bid her good night.' I opened the door, and stooped down to take him up. He put his arms round my neck, and said in a very coaxing tone, ' You will hear me say my prayers—you will put me to bed, wont you ?'

10. I could not say no to the little darling, because he was always so good. So the girl went down stairs, and he kneeled down and repeated the Lord's Prayer. He did not then wish to go to bed, but asked to sit down on the floor, and warm his feet in the moonshine. So he sat down where the moon shone brightly on his little white toes, and he looked up at the sky a moment before he said, ' The moon is a very bright thing. God made it. I wonder what he made it for.'

11. I told him that I supposed the moon was a great world, and that folks lived there, and that the

moon did many good things which he was not old enough to understand; and that everything the Lord made, was on purpose to do good. I loved him the better for thinking who made the moon.

12. When I told him that it was time to go to bed, he did not say another word. He took my hand, and ran hopping and jumping along,—sometimes on one foot, and sometimes on the other,—for his little heart was always glad.

13. Edward is now ten years old; but he does not forget to pray to the Lord, to read the Sacred Scriptures, or to do what he knows is pleasing to the Lord. On the Sabbath he chooses to go to church, or stay at home and learn how to do right, rather than join in any noisy play, or ramble about for amusement.

14. I could tell you more of this good little boy; but I have said enough already to show you how you must live in order to be happy yourself, and to make those happy who have the care of you.

ERRORS TO BE AVOIDED IN READING AND CONVERSATION.

1. bout *for* about; sayin *for* saying; thout *for* without.
3. countnance *for* countenance; mornin *for* morning.
4. olwuz *for* always; we use to run *for* we used to run.
5. forrard *for* forward; scarte *for* scared.
6. inter *for* into.
7. Ishl *for* I shall; winder *for* window; somethin *for* something.
11. sposed *for* supposed.
12. tuther *for* the other.
13. dooz *for* does; ruther *for* rather.
14. nuff *for* enough.

QUESTIONS.

1. What pause is after *old*? How long should you pause at a comma?
 2. What is after *Him*? How long a pause is it?
 4. What is after *him*? How long is it?
 5. What is after *coming* and *loud*? How should the voice stop at a period?
 9. What is after *Maria*? How long is it?
 10. What is at the end of this paragraph? How long a pause is it?
- What is the Rule at the beginning of the Lesson?

por-rin-ger
af-ter-noon
ring-lets
neigh-bor-hood
cur-ly
a-muse-ment

for-ward
coun-te-nance
wink-ing
blow-ing
shoul-der
sup-po-sed

to-geth-er
coax-ing
o-pen-ed
reach-ed
laugh-ed
spark-ling

NOTE. The figures show the *number* or *paragraph* in which the words or marks occur, that are referred to in the Errors and Questions. In some cases *n.* or *no.* is placed before the figures, where reference is made to several places: and the *n.* or *no.* stands for *number* or *paragraph*. Thus: what marks are used in Lesson 6, n. 10? In Lesson 2, no. 7?

LESSON II.

RULE. Read so slowly that you can speak all the words distinctly, and pronounce them correctly; but do not drawl nor whine your words.

THE MORE LOVE, THE BETTER PLAY.

1. PETER and Philip were driving hoop, and each was striving, with all his might, to drive his hoop farther than the other. Away they went with great

speed for twenty rods, and Peter thought he had gained several feet. Just then a cow stepped up into the path before Peter, and stopped his hoop. He was so angry, that he beat the cow with his bat, and then threw stones at her. Philip passed on, and won the race.

2. Why was Peter angry with the cow, and why was he so cruel as to beat her, when she intended no harm? Because he was *selfish*. He was trying to please no one but himself; and *self* hates everything that comes in its way.

3. 'Come,' said Peter, 'that was not fair; we will try again.' So they started again, but had not gone far when Philip's hoop broke. He had felt pleased when the cow stopped Peter, and now he was greatly vexed at his own misfortune. Peter won the game, and called out loudly—'A fair beat, a fair beat.' But Philip contended that it was not fair; and so they disputed about it with many hard words, till they felt very unkindly towards each other.

4. Thus, both were made unkind and unhappy by their selfishness. Each wished to conquer the other, and neither could patiently bear any opposition. At length they agreed to try once more. Philip took a new hoop, and Peter looked carefully at his own, and found that it was strong. There were neither cows, nor any other things in the way, and each felt confident of the victory.

5. They both strove with all their might, and kept side by side for more than forty rods, without its appearing that either had gained of the other. The road was narrow, and each had tried hard to

keep his hoop close to his own side; but at this place both hoops turned a little towards the middle of the road, which caused their bats to hit each other, and then the hoops met and were entangled, and stopped together.

6. Each boy flew into a rage, and instantly charged the fault upon the other; and they began to beat each other. After two or three hard blows they were both tired of this part of the game, and each took his hoop and marched towards home, crying and scolding, and saying, 'I'll never play with you again, so long as I live.'

7. When Peter and Philip had gone, two other boys, named Moses and Nathan, came along to drive hoop. Moses was ten years old, and Nathan was only seven; so Nathan could not drive so fast as Moses, and he often drove his hoop out of the path. Once Moses dropped his bat, and the hoop fell; and Nathan then thought he should win. Moses, however, made haste, and soon overtook Nathan, but he would not pass him. He let his hoop turn aside, that his little friend might enjoy the pleasure of winning, if he wished it.

8. They both laughed heartily at the good run they had had, and were pleased because they had tried so hard to drive their hoops well; but neither cared which won the game. In this pleasant manner they played an hour; and Moses had more pleasure in showing Nathan how to drive his hoop well, than he would have had in winning all the games in the world.

9. Presently another boy, named John, came along without any hoop. He was as old as Moses,

and could drive as well. When he saw that Nathan could not go as fast as Moses, he said, 'I guess that Nathan will win half the games, if you will let me drive his hoop.'

10. Moses answered that they did not care about winning, but he was willing that any one should drive the other hoop. So they took a fair start, and both tried with all their might. John won the game; but he called it Nathan's, and only praised Nathan and his hoop. Moses also joined in the pleasure, and said he was glad that Nathan had improved so much.

11. At the next trial Moses fairly won the game. 'Well,' said Nathan, 'now, Moses, we are even; I am glad you won this, for you are always so kind, that I should not like to gain more than you do.'

12. At the next game John fell down; and Moses stopped short, and gave him another start. Again they tried, and they ran against each other. They went back to the beginning of the race, and took a fresh start; but the cow came back just in time to stop one of the hoops. They all laughed at these interruptions; and Nathan said that the cow ought to learn better manners than to spoil the game.

13. They played very briskly for two hours, without once speaking an ill word, or feeling unkindly. Each of them won a great many games; but, as they cared only to play well and please each other, they kept no account, and neither of them knew which had gained most. When they parted they said they had had a fine play, and they agreed to meet again on the afternoon of the next holiday.

14. Who cannot see that the reason why these

boys played so much more pleasantly, and were so much happier than Peter and Philip, was because they were not *selfish*? If you carefully notice your feelings when you are at play or at work, you will find that you are patient and kind when you are trying to please others, or to do them good; and that you are fretful and unkind, when you work or play for yourself. You will also find that you are happy when you try to make others happy; but that you have no true happiness, when you are trying to make none happy but yourself.

ERRORS.

1. Jest *for* just. 3. agane *or* agin *for* again. 4. oppersition *for* opposition; victry *for* victory. 5. narrer *for* narrow. 9. presenly *for* presently. 12. spile *for* spoil.

QUESTIONS.

How many times are the marks for a *quotation* used in this Lesson? What do they signify?

3. What mark is used after *loudly*? How long a pause does it require?

6. What mark is used at *I'll*? What does it denote?

Some words are printed in *Italic* letters, to denote that they should be spoken with great force or emphasis; which are these words in this Lesson? Remember that such words are called *emphatical*.

How many questions are there in this reading Lesson?

How many semicolons are there? How long do you pause at a semicolon?

What Rule is at the beginning of the Lesson?

What mark is over *towards* in the spelling Lesson?

What does it mean? On which syllable should *towards* be accented?

win-ning
scold-ing

sev-er-al
ac-count

tow'-ards
dis-tinct-ly

hol-i-day
fret-ful
pa-tient
mis-for-tune

hap-pi-er
self-ish
a-gainst
al-ways

drawl
whine
your-self
care-ful-ly

LESSON III.

RULE. Read not as though you were reading or talking to yourself, but as though you were telling something to your Teacher, and others who hear you.*

A FRIENDLY DISPOSITION.

1. EVERY hour in the day I hear or see that some one is unkind and unhappy because he is selfish. Jane has been told to take good care of the baby, while her mother is gone up stairs to do the morning work; but once in a few minutes Jane thinks of something that she wants to do for herself. Then the baby troubles her. The little fellow wants all the playthings, and wants Jane to help him play with them. She wants to play for her own amusement, and is therefore displeased and unhappy.

* **NOTE FOR TEACHERS.** This is the most important rule for making children read in a *natural style*. When they tell you anything, or ask questions, they commonly speak in a tone very different from what they use when reading. They seem to *read* to themselves; but they *speak* to others. Now, require them to use the same tone in *reading* anything, that they would in *telling* it to you.

Then you will easily teach them how loud to read, according to the next rule.

When anything is not read in a proper tone, it is often useful to require different scholars to read it, till some one reads it well. If no scholar can do this, the teacher should do it, and then require each one to imitate him.

Great care should be taken, to encourage the poorest readers to correct some bad habit, and learn something new, at every Lesson.

2. If Jane cared for nothing but to do just what she was bid, both herself and the baby would be easily pleased ; and then she would be very useful. Those who love to be useful to others, are happy not only while they are at work or at play, but they have a calm and happy state of mind at all times.

3. Not long ago I heard of a man who robbed another, and then was hung. He was selfish. If he had loved to do good to his neighbor, he might easily have contrived to do it, and then he would have been happy.

4. Every year I hear of some wars. The people of different nations are selfish, and therefore each feels troubled by the other. So they fight, and kill a great many, and make others very miserable. If they loved each other, and desired only to do each other good, all these quarrels and troubles would be easily avoided.

5. Two dogs just passed my window. One was going north, and the other south. There was not even a bone for them to quarrel about ; but each had a doggish disposition, and so they flew at each other, and made themselves very unhappy.

6. These dogs belonged to Charles and Henry ; and before they had done quarrelling, their masters came along. Charles said, 'Your dog is the worst and most quarrelsome in the town, and if you don't keep him at home I'll kill him.' 'Your dog is a coward,' said Henry ; 'and perhaps his master is so too. At any rate, I will see whether you are, if you kill my dog.'

7. Charles could not bear this ; so they went to fighting as bad as the dogs. I shoved up my win-

dow and looked at them, and they and their dogs sneaked away, to feel the shame and misery of their selfishness and folly.

8. Here comes Alfred, crying as if the whole world tormented him. 'What is the matter, my son? Have you hurt you?' 'A bumblebee stung me right here on my lip;—I wish he was dead;—Oh, how my lip does ache!'

9. 'This is bad indeed; but how came he to sting you?' 'I found his nest,' said Alfred, 'and just went to get the honey, and he came right up in my face and stung me.'

10. 'Well, now, my son, I am very sorry that you are hurt; your lip indeed looks very bad, and I have no doubt that it aches sadly; but can you really blame the bee so much as you ought to blame yourself? You knew that the bees would defend their nest if they could; and if you had felt kindly towards them, should you not have thought it cruel to take their honey when you did not need it? You were a little selfish; and that is the reason why you have been stung.'

11. I do not like to say more to Alfred now; but at some other time, when he feels better, I shall explain to him how selfish people are apt to be stung. Every person and everything that they have any concern with, seems to vex, and nettle, and sting them. But everything seems to smile upon, and comfort, those who love to do good with all, and to all, that surrounds them.

12. Even those who are fretful and ill-natured, will seldom do much harm to those who are truly peaceable. The hedge-hog is a soft and harmless

animal, to those whom it knows to be gentle and friendly; but if you treat it harshly, its pointed quills will reprove you sharply.

13. So I have heard that some hornets built a nest in a gentleman's parlor, and that he did not allow any of the family to disturb them. If he had made war upon them, they would have stung most cruelly; but all the family lived peaceably with them, and they never showed a sting, except in destroying or driving away all the flies, and bugs, and millers, that came into the room. They would light upon the clothes, the hair, and the hands of the children, and allow their nest to be looked at and softly handled; but they never did any harm, although they became very numerous, and continued to occupy their nest till nearly the time of winter.

14. In the sixteenth chapter of the book of Proverbs you will find these words: *When a man's ways please the Lord, He maketh even his enemies to be at peace with him.*

ERRORS.

1. feller *for* fellow. 6. blonged *for* belonged. 8. cryin *for* crying. 11. Alford *for* Alfred. 13. peesubly *for* peaceably; cloze *for* clothes.

QUESTIONS.

What Rule is given before this Lesson?

What mark is given at the end of the rule? To what does it refer?

Why was not Jane happy while taking care of the baby? Why do persons quarrel? What kind of persons are not happy? Tell the story of the hornets.

1. How many commas are there in this paragraph? How long a pause does a comma require?

6. What mark is at *I'll*? What does it denote?

8. What marks are after *lip* and *dead*? What is after *ache*?

14. Why is the last sentence printed in *Italic* letters?

[See this explained at the end of Lesson 2.]

What marks include the words *see this explained at the end of Lesson 2*?

What divides the words into syllables in the *Spelling Lessons*?

use-ful
dis-po-si-tion
tor-ment-ed
oc-cu-py
sur-rounds
ex-plain

mis-er-a-ble
ea-si-ly
dog-gish
quar-rel-some
bum-ble-bee
nu-mer-ous

troub-led
hand-led
six-teenth
al-though
a-void-ed
fight-ing

REMARKS. In some words in the *Spelling Lessons*, letters that are meant to be silent are printed in *Italic*. Thus, the *e* in *handed* and *troubled*, is so printed. The Teacher will be so kind as to explain this.

LESSON IV.

RULE. Read to any person as loudly as you would need to speak, if you were talking to him.

THE SELFISH GIRL.

1. Most children dislike to be called selfish, or to be thought so. Many will give away the largest part of a cake, an apple, or an orange, or even lend their dolls, little horses, or wheelbarrows, when they feel almost sure they will be broken or injured, rather than have their friends and play-fellows think that they love themselves better than others.

2. But there is a kind of selfishness, in which children, and grown people too, are apt to indulge, which makes others much more unhappy than they would be made by denying them a share of all the good fruit and fine play-things in the world. I shall show you

what kind of selfishness I mean, by giving some account of Eliza Pelham.

3. Eliza was an obliging, pretty little girl, ten years old. She was very fond of her book and her work; and was obedient to her parents, affectionate to her brothers and sisters, and kind to all her playmates. They all thought her very generous. She was willing to give them a large share of any good thing that she had, and let them use any of her play-things; but it must be at *her own time—just when she was ready.*

4. If she was reading a story, she could not leave off to fetch her doll for Jane, or her knife for Henry. Though Jane and Henry were much younger than Eliza, she expected them to wait till she was ready.

5. If she was going to walk, she would not stop to cut the cake she had promised to divide with them; they must wait for her return. She treated her play-mates, and even her mother, in the same manner.

6. Her mother had a great deal to do, and sometimes needed what little assistance Eliza was able to give. She thought that she loved her mother very dearly, but she proved that she loved herself better.

7. When her mother called her, she would say, 'Stop a moment, dear mother, till I have finished this piece of work,'—or, 'In one minute, mother, as soon as I have read this story,' or 'dressed my doll,' or something else of the same kind.

8. Even when Eliza saw her mother look much fatigued, and knew that, if she took good care of the baby, her mamma might take some rest, she would stop, and say to herself, 'Well, I will do it presently; mamma will not be much more fatigued, if I wait just long enough to finish this.' In this way the

time would pass till something else took her attention; and so her mother got no help from Eliza.

9. It is a good thing to be neat and orderly,—to love to finish your book, or your work, and to do everything else, in its proper season; but it is not right to delay doing good to others, till you have done what will please yourself. This is not loving your neighbor as yourself. You should first do your duty; let your own pleasure come when it will.

10. Eliza's parents often spoke to her of this habit. They told her it was wrong and selfish, and that it made others unhappy. It must also have made Eliza unhappy, for she could not feel that she was doing right.

11. She could easily see, that what her parents told her was true; for she frequently noticed how fretful and uneasy her little brothers, and sisters, and companions became, while waiting for her. She also knew that it caused much trouble and grief to her parents; and she often determined to do better, but as often she forgot it, or thought she would *wait till she was ready*.

12. At length a very sad affair occurred, which taught Eliza to attend to the affairs of others at the time they most called for attention.

13. One day Eliza had finished all she wished to do for herself, and asked her mother whether she should go with her little brother William into the garden, and take care of him. Her mother said she should be very glad to have her do so, as there was much house-work to be done, and it was a fine afternoon for William to be out.

14. Mrs. Pelham charged Eliza to be very careful

of her brother, and not let him go near the pond, nor out of her sight; and to mind what he wanted, whenever he spoke to her. Eliza promised very fairly, and for about half an hour, she kept her promise in mind.

15. William was a chattering, playful, little fellow of two years old. For some time they played together very happily, and then Eliza became much engaged in watching the hive of bees. The little boy was soon tired of standing still, and urged his sister to run about with him; but she only said, 'I will, in a minute or two,' and continued to watch the bees.

16. Presently she heard William's voice at a distance, loudly calling, 'Eliza, sister, come, come;' but still she thought that she would wait a minute longer. She was not quite ready, and she merely answered, 'I am coming, William; I will come in a moment.'

17. Soon after, the little voice gave one more call, so filled with distress that even Eliza hastened to the spot. William had got down the bank of the pond, and when he first called, he was trying to get up again; but his feet slipped, his hands lost their hold, and just as Eliza reached the place, the water of the pond was closing over him.

18. Eliza's loud screams soon brought her father and all the family to the spot. She could only point to the pond and say, 'William,' before she fainted, and fell to the ground; but she was understood, and every one looked into the pond for the drowning boy with the utmost eagerness and anxiety. The faithful dog, Fido, seemed to know what they wanted, and instantly plunged into the water, found little

William, and carefully brought him on shore ~~to~~ his mouth.

19. Every means was used to restore him to life, but for a long time he was thought to be quite dead. At length he breathed, and opened his eyes, and spoke, and again called, 'Eliza—sister—do come,'—as if he still thought himself in danger; but he was so weak and ill, that no one thought he could ever be well again.

20. Eliza was carried to the house, and when the fainting fit left her, she could remember nearly all that had passed. Her grief was very great, and she felt that her heart was almost breaking.

21. It was a sad scene for her father and mother; but they hoped that much good would arise from it. And so there did. The Lord causes all things to work for good to those who love him; and Eliza's parents loved the Lord, and desired and prayed that their children should love Him, and do his will.

22. After a few days, little William recovered, and Eliza never again forgot to think more of the feelings and wants of others, than of her own pleasures. She soon learned to do first what she knew to be her duty, but she sometimes thought she should afterwards do something to please herself. As she grew older, and continued to do right, she found that this was her greatest pleasure; and at length, she desired no other happiness than what she found in doing good to others.

ERRORS.

1. hosses *for* horses. 3. ginerous *for* generous. 6. sistance *for* assistance. 8. lizy *for* Eliza. 17. agin *or* agane *for* again. 20. kerrid *for* carried.

QUESTIONS.

What is the Rule?

3. What mark is after *time*? How long a pause is it?

How many times is the quotation used in this Lesson?

22. Sometimes a word is printed in capital letters, to denote that it is very important, or very emphatical: what word in this paragraph is so printed?

wheel-bar-row
fa-tigu-ed
in-stant-ly
prom-is-ed
o-be-di-ent
in-dulge

neigh-bor
as-sist-ance
chat-ter-ing
wait-ing
no-ti-ced
char-ged

screams
anx-i-e-ty
plun-ged
ho-ped
length
knew

LESSON V.

RULE. Avoid reading rapidly and carelessly as you approach the end of a sentence.

Many children read a few of the last words hastily and indistinctly.

HARRY AND JACK.

1. **LITTLE HARRY** was a good boy, about seven years old. Harry's father was dead; and his mother had to work very hard to support herself and her little boy. Harry was very sorry for his mother, and he tried to help her all he could. He would rise early in the morning, take his little pail on his arm, and go down to a spring of water, and dip up as much as he could lift, and carry it to his mother to make tea for her breakfast; but Harry ate bread and milk.

2. They had a cow, and Harry used to drive her to the pasture every morning, and go after her every night. Harry's mother was a good woman, and she

always taught him to say his prayers every night and every morning, and she told him never to tell lies, or speak bad words, or steal even so much as a pin from any person.

3. When Harry drove his cow to pasture, he had to pass by a large orchard that belonged to Mr. Truman. The apples hung very thick on the trees; and they looked so yellow and nice, that little Harry wished, and wished, he had some of them to eat. But he always asked his mother's permission before doing any thing; and then he always minded, and did just as she told him to do. He was a good boy; do you, my dear little readers, always obey your mother, as this good boy did?

4. When Harry reached his home, he said to his mother, 'Mother, you cannot guess how many apples Mr. Truman has on his trees! The limbs bend almost to the ground, and the fruit looks so yellow and sweet! I wish you would give me leave to go into the orchard, and pick two apples for you, and two for me.'

5. 'But, Harry,' said his mother, 'you know the apples are not mine; and I have often told you we must not take what does not belong to us: it is stealing, if we do.'

6. 'Why, mother,' replied Harry, looking very sober,—for he wanted the apples sadly,—'Mr. Truman cannot want so many himself, and he would never miss four apples, I am sure—two for you, and two for me.'

7. 'Perhaps he might not miss them,' said his mother, 'and perhaps he would never know it: but do you not think God would know it, Harry? And,

besides, should you not feel guilty whenever you saw Mr. Truman, and be afraid he would find you out? We are always happiest, my child, when we do right.'

8. 'But what can Mr. Truman do with so many apples?' inquired Harry, still looking very grave. 'He cannot use them all himself.'

9. 'No, he does not use them all himself. He sells some to people, and they pay money for them; and he very often gives apples to poor folks. He always lets them have as many as they wish, and pay in some kind of work. Do you not see I am now spinning for Mrs. Truman?'

10. 'Yes,' replied Harry, 'I know you have to work very hard, and spin wool and flax. I wish I could help you.'

11. 'Well, Harry, when I have spun a few more skeins of yarn, you shall carry the whole to Mrs. Truman. Then she will pay me a bushel of apples; and you shall have as many as you can eat. Will not that be much better than creeping into Mr. Truman's orchard and stealing his apples, and feeling all the time that you are very naughty?'

12. 'Yes, indeed, indeed it will,' cried Harry, jumping up and down with joy. 'I am sure I never shall steal apples again. I knew all the time it was naughty; I knew you would not give me leave to go; and I am glad you did not. When shall you have the apples?'

13. 'In two or three days: so now go and drive the cow to pasture; and be sure to make haste home again.'

14. Harry ran whistling off, as merry as a cricket,

thinking all the time how kind his mother was to him, and how he intended to help her, and mind her.

15. Just as he came to the orchard, he met Jack Wildfire, a great ugly boy, who was always doing some mischief. 'Well, Harry,' said Jack, 'don't you wish you had some of those good apples?' 'No now,' said Harry. 'My mother will buy me some in two or three days, and then I shall have as many as I wish.'

16. 'Buy some in two or three days!' repeated Jack, mimicking Harry, and laughing as loud as he could. 'Why, I will have some now, and without buying: I mean to climb over the wall, and fill my pockets and bosom full—and if you will go with me, I will shake off some for you.'

17. 'No, I will not go,' said Harry, 'it is stealing; and my mother says it is a mean and wicked thing to steal: and I know it is, and I never take any thing without asking leave.' 'Who'll see us?' asked Jack. 'Who'll know it? We need not tell of it ourselves; and Mr. Truman will never miss a few apples.'

18. 'God will know it,' replied Harry. 'He sees all we do, and hears all we say, and knows all we think—and I will not do so bad a thing. I should feel afraid to see Mr. Truman.'

19. 'I don't care for your preaching, Harry,' said Jack. 'I shall pick me some apples, and I know there's no harm in it. But if ever you tell any body, I will whip you soundly, depend upon it.'

20. So saying, Jack sprang to climb upon the high stone fence, that surrounded the orchard, while Harry ran after his cow. He drove her into the

pasture, and was just shutting the gate when he heard Jack scream, 'Harry! Harry!' as loud as he could.

21. Harry ran back to the orchard, and there he saw Jack lying on the ground, and the great rocks and stones were all around him, and one was lying on him, so that he could not rise. He told Harry that, in attempting to jump over the wall, his foot caught between two stones, and he fell backwards; and the stones fell on him, and he feared his leg was broken.

22. 'But, Harry,' continued he, 'do try and lift this stone off my leg, and help me home, and I never will attempt to steal again.' 'I cannot take off the stones,' said Harry, 'they are so large and heavy; but I will run and call Mr. Truman.'

23. 'Oh, don't call him! don't call him! He will whip me for trying to get into his orchard, and throwing down his wall; I would rather lie here all day than let him know it.'

24. 'I knew you would be ashamed to have him know it,' said Harry, 'but I shall call him.' So Harry ran to Mr. Truman's, and told him the whole truth, and Mr. Truman told him he was a good, honest boy: 'but as for Jack,' said he, 'he is called an ugly, lying, thieving rogue, and if he has broken his leg, people will not care much for the pain he suffers—though they will pity his poor mother. O! it is a sad thing for a mother to know that her son is a bad boy.'

25. Then they went to Jack, and found him crying bitterly; and Mr. Truman helped him up, and found his leg, though badly bruised, was not broken. Mr. Truman told him to remember that bad boys were usually punished, in some way or other, and

even if they escaped a whipping, yet nobody ever loved them, or would trust them.

26. Then turning to Harry, he said, 'Come here, my good boy, and I will show Jack how honesty is rewarded. Come to this tree and fill your hat with apples; and always when you want any, come and ask me, and you shall have as many as you please.'

27. Little Harry carried the fruit to his mother, and told her he was now convinced, that children were always happiest when they did right.

ERRORS.

2. mornin *for* morning. 7. p'haps *for* perhaps. 10. hafter *for* have to. 12. jumpin *for* jumping. 14. thinkin *for* thinking. 20. shettin *for* shutting. 22. kuntinerd *for* continued.

QUESTIONS.

Which of these boys was a good boy? Which Commandment did Jack try to break? How was it known that Jack tried to get the apples? Did he like to have Mr. Truman know it?

3. A part of a word, standing for the whole, is called an *abbreviation*; what abbreviation stands for *Mister*? What stands for *Mistress* in Lesson 4, n. 14? What is the apostrophe used for at such words as *Harry's* and *mother's* in numbers 2 and 3? Find all the instances in this Lesson, where the apostrophe marks the possessive case.

16. What mark is after *days*? How many times is it used in this Lesson? What does it denote? How long do you pause at this mark? Repeat the rule at the beginning of the Lesson.

per-mis-sion
mim-ick-ing
pun-ish-ed
in-qui-red
whist-ling
a-sha-med

shut-ting
or-chard
pas-ture
thiev-ing
peo-ple
hon-es-ty

preach-ing
our-selves
rogue
throw-ing
back-wards
laugh-ing

LESSON VI.

RULE. When words end in *ing*, do not pronounce the *ing* like *in*.

THE BUZZARD.

1. The Buzzard is a kind of Falcon or Hawk; but he is a clumsy, and lazy bird, and cannot fly so well as other kinds of hawks. He catches frogs and mice, and such insects as he can take without the trouble of flying after them.

2. The Buzzard is found in Europe, and in some parts of America. Count Buffon, who lived in France, and wrote many excellent books about birds and other animals, tells us that one of his friends had a tame buzzard. I will copy an account of it from a very good book, called the Natural History of Birds, by Mr. Comstock.

3. 'A buzzard was taken in a snare, and given to Buffon's friend. At first he was wild and ferocious, but on leaving him without food for a time, he became more tame, and would eat out of the hand. In about six weeks he became quite familiar, and was allowed to go out of doors, though with his wings tied, to prevent his flying away. In this condition he walked about the garden, and would return when called to be fed.

4. 'After some time, he became quite tame, and seemed to be attached to his master, and then his wings were untied, a small bell was attached to his leg, and a piece of copper was fastened around his neck, with the owner's name marked on it. He was then given full liberty to go where he pleased, which, however, he soon abused by flying away into the woods.

5. 'The gentleman now gave up his buzzard as lost, but in four hours afterwards, he rushed into the house, followed by five other buzzards, from whose attacks he was glad to seek a place of safety. After this caper he became more familiar than before, and so attached himself to his master, as to sleep every night in his bed-room. He was always present at dinner, and sat on one corner of the table. He would caress his master with his head and bill, but would do this to no other person.

6. 'One day, when the gentleman rode on horse-back, the buzzard followed him several miles, constantly flying near him, or over his head.

7. 'This bird did not like either dogs or cats, but was not in the least afraid of them. Sometimes he had battles with these animals, but always came off victorious. To try his courage, four strong cats were collected together in the garden with the bird, and some raw meat thrown to them. The bird beat them all, so that they were glad to retreat, and then took all the meat himself.

8. 'This buzzard had such a hatred to red caps, that he would not suffer one to be on the head of any person in his presence. And he was so expert at taking them off, that the laborers in the field, who wore them, often found themselves bare-headed, without knowing what became of their caps. He now and then would also snatch away wigs, without doing the wearer any other injury than stealing his property. These caps and wigs he always carried into a tree, the tallest in the neighborhood, which was the place where he deposited all his stolen goods.

9. 'He would never suffer any other bird of the rapacious kind to stay near his dwelling, but would attack them boldly and put them to flight. He did no mischief among his master's poultry, nor were the chickens, and young ducks, after a while, afraid of him. But he was not kind to the hens and chickens of his neighbors, and would sometimes pounce upon them; so that his master was often obliged to advertise that he would pay for all mischief his buzzard might be guilty of. He was, however, frequently fired at, and at different times received fifteen musket shots, without, however, having a bone broken.

10. 'Once, while flying near a forest, he dared to attack a young fox, which being seen by a man, he was fired at twice. The fox was killed by the shot, and the bird had his wing broken, but contrived to escape from the man, and was lost for seven days. The man knowing, by the noise of the bell on the bird, to whom he belonged, went and informed the owner what he had done. Search was made, but the buzzard could not be found.

11. 'A whistle, which used to call him home, was • blown every day, for six days, but the bird made no answer. On the seventh day, however, he answered with a feeble cry, and was soon found with his wing broken, being very weak and lean. He had walked a mile and a half from the place where he was wounded, and had nearly reached his master's house. In six weeks, his wounds were healed, and he began to fly about, and follow his old habits as before. Thus he continued for about a year, when he disappeared, never to return. Whether he was killed, or escaped from choice, was not known.'

E R R O R S .

1. ketches *for* catches. 3. fust *for* first. 7. alwuz *for* always. 8. takin *for* taking; kerried *for* carried. 10. bein *for* being; scape *for* escape. 11. foller *for* follow.

Q U E S T I O N S .

What sort of a bird is a Buzzard? What things did this Buzzard dislike? Could he drive a cat or a dog? What tricks did he play upon the laborers? What was he trying to kill when he was wounded?

What is the rule before this Lesson?

3. and 11. What do the marks of quotation signify? 9. What is the apostrophe the sign of in *master's*?

fe-ro-cious
at-tach-ed
la-bor-ers
in-form-ed
cour-age
ex-pert

fa-mil-iar
al-low-ed
con-stant-ly
prop-er-ty
de-pos-it-ed
ad-ver-tise

poul-try
chick-ens
o-bli-ged
mis-chief
bold-ly
wound-ed

L E S S O N V I I .

RULE. Sit or stand erect when you read. To hold the head down and the shoulders forward when you read, makes the voice sound badly; and it injures the health to read much in this way.

THE MOCKING BIRD.

1. THE name of this bird very properly expresses its principal quality, that of mocking, or imitating the songs and notes of other birds.

2. This bird is a native of America, and in its wild state is nowhere else to be found. As a natu-

ral and untaught songster, it stands unrivalled among the feathered creation; there being no bird capable of uttering such a variety of tones, or of giving equal entertainment to an audience.

3. The mocking bird builds her nest on some tree not far from the habitations of men. Sometimes an apple tree standing alone answers her purpose, and she places it not far from the ground. But if these birds are not careful to conceal their habitation, the male is always ready to defend it; for neither cat, dog, man, nor any other animal can come near, while the female is sitting, without meeting with a sudden and violent attack. The cat, in particular, is an object of the most inveterate hatred, and is tormented with such repeated assaults, as generally to make her escape without delay.

4. The black snake is another deadly enemy, and when found lurking about the nest, is sure to meet with a sound drubbing, and does well to come off even with this; for the male sometimes darts upon it with such fury, and strikes it on the head with such force, as to leave it dead on the field of battle.

5. Having destroyed his enemy, this courageous bird flies to the tree which contains his nest and his companion, and seating himself on the highest branch, pours forth his best song in token of victory.

6. Although the plumage of the mocking bird is not so beautiful as that of many others, his slim and well made figure entitles him to a respectable standing for looks among his feathered brethren. But it is not his appearance, but his song, that raises him so

high in the estimation of man, and fixes his value above that of almost any other bird.

7. A stranger who hears this songster for the first time, listens to him with perfect astonishment. His voice is clear, strong, full, and of such compass as to enable him to imitate the notes of every other bird he has ever heard.

8. He also has a most remarkable memory; for when there is not another songster in his hearing, he will recollect and repeat the songs of nearly every bird in the forest. This he does with such truth, passing from one song to another with such surprising rapidity, that one who did not see him, and know the secret, would believe that half the feathered creation had assembled to hold a musical festival. Nor do the notes of his brother songsters lose any of their sweetness or brilliancy by such repetition. On the contrary, most of the tones are sweeter and better than those of the birds which are imitated.

9. Sometimes the mocking bird deceives and provokes the sportsman by imitating the notes of the game he is in pursuit of, and thus leading him the wrong way. Sometimes also, he brings many other birds around him by counterfeiting the soft tones of their mates, or by imitating the call of the old ones for their young; and then, perhaps, he will throw them into the most terrible alarm by screaming out like a hawk.

10. One who has never heard this bird, after all that can be said, will have but a faint idea of his powers. He will perhaps begin with the song of the robin, then whistle like a quail, then squall like a cat-bird, then twitter like a swallow, and so on,

running through the notes of every bird in the woods, with surprising truth and rapidity.

11. When tamed, he mocks every sound he hears with equal exactness, and it is often very amusing to witness the effect of this deception. He whistles for the dog; the dog jumps up, wags his tail, and runs to look for his master. He peeps like a hurt chicken; and the old hen runs clucking to see who has injured her brood. He mews like a kitten, and mother puss hearkens and stares, to find where the noise comes from; and many other things of this kind he does to perfection.

12. The mocking bird is much esteemed by those who are fond of such amusements, and in most of our large cities they are kept for sale by the dealers in birds. The price for common singers is from ten to twenty dollars. For fine singers from thirty to fifty dollars, and for very extraordinary ones even a hundred dollars have been refused.

13. When we walk out into the woods, how are we cheered with the songs, and gratified with the sight of the birds which surround us. The green grass, the beautiful flowers, and the tall trees of the forest, it is true, are pleasant to the sight. But these are inanimate; they preserve a dead and perpetual silence.

14. They gratify the eye, but the ear would be left untouched, and the charms of nature but half complete, without the feathered songsters. When we walk alone through the solitary forest, they become our companions, and seem to take pleasure in displaying their beauties, and raising their best notes for our amusement.

E R R O R S .

2. natral *or* natteral *for* natural. 3. vierlent *for* violent; petickelar *for* particular. 6. valler *for* value. 9. terrubble *for* terrible. 10. supprising *or* sprising *for* surprising. 11. zactness *and* zactly *for* exactness *and* exactly. 12. steemed *for* esteemed; strordinary *for* extraordinary. 13. perpetooal *for* perpetual.

QUESTIONS.

What is the Rule before this Lesson, and what are the reasons for it?

Why is this bird called the Mocking Bird? Can it mock any thing except birds?

11. Name all the stops in this paragraph.

as-ton-ish-ment	sing-ers	ca-pa-ble
coun-ter-feit-ing	pleas-ant	hab-i-ta-tion
rec-ol-lect	song-ster	plu-mage
im-i-tate	feath-er-ed	swal-low
cour-age-ous	un-ri-val-led	de-cep-tion
per-pet-u-al	vi-o-lent	mu-si-cal

NOTE. If the Teacher finds the three following Lessons too difficult for small children, they should be divided into shorter Lessons. If the scholar will study hard upon them, he shall have some easy ones after them.

LESSON VIII.

RULE. Be careful to learn and remember the Stops and Marks so well, that you will know their meaning whenever you meet them.

PUNCTUALITY AND PUNCTUATION.

1. PERHAPS my young readers may think that *punctuality* and *punctuation* mean the same thing, but I shall soon show that there is a great difference. *Punctuality* means, *Doing things at the proper time* ;

but *punctuation* means, *Placing the proper Stops and Marks in sentences* : thus, you see, these words mean very different things.*

2. Have you learned all the Stops and Marks that have been used in the foregoing Lessons ? ' No, sir not half of them.'† You have n't, indeed ! Well, I am sorry that you are not more punctual. If you had learned every one when it was used, you would not be so troubled now, when they all come upon you together.‡

3. When we omit to do things at the proper time, we can never have every thing in its proper place. The scholar who is not ready to read and spell when his turn comes, is not punctual, and he ought to stand
word
one side like a that forgot to take its proper place.

^

4. A scholar who has not learned his lesson, stands like an ellipsis, that is denoted by stars, * * *, or by dots,, or by a dash, —, to show that something is omitted. He will read limping along, and hesitating how to call his words, as if he were saying, Mr. B. gave five dollars to N * * * to buy a — for M—.||

5. If you go over the whole country, you will find that men, and women, and children, do their head-work, and their hand-work, and all sorts of work,

* The scholar will observe that there are four different stops in the first sentence ; and he will notice the other stops and marks in other parts of the Lesson.

† Notice all the marks that are here used.

‡ Sometimes there are other marks used to refer to notes in the margin or bottom of the page. The scholar will easily understand them if he looks carefully.

|| See the next rule.

without proper regard to punctuality. If one promises to meet you at 10 o'clock, it is not likely that he will come till 11; and then he may make the wicked excuse, that it is ten till eleven.

6. It is the fashion for every one to be making excuses for want of punctuality. The shoemaker, the tailor, the blacksmith, the carpenter, the book-maker, the printer, the book-binder, the book-seller, the reader, and all sorts of workmen, neglect to fulfil their promises; and then they make excuses. I believe it was Dr. Franklin who said, *‘A man who is good at making excuses, is good for nothing else.’* He meant that those who try to fulfil their promises, are very seldom obliged to break them, and, therefore, they have no occasion to learn how to make excuses: but those who break their promises often, have to study to make such excuses as will make others think them innocent: and such men are not to be trusted.

7. Now, my young friends, I would have you consider this matter well. Sometimes you cannot be punctual in doing what you have promised, or proposed, or have been told to do; but it is certainly true that you cannot be in the habit of breaking your promises, or delaying and neglecting your duties, without very great sin.

§ *Want of punctuality is want of economy.*

8. ¶ I have said that want of punctuality is sin; and this is the proper reason why you should be as punctual as possible in all things. But I now say also, that those persons who are not punctual, waste their time and their money.

9. [The Reason.] The reason why want of punc-

tuality is want of economy, is that everything is confused and comes out of time and place, when you neglect it at its proper season; and then it takes much time, (and time is money,) to set right what you have suffered to go wrong.

10. If, therefore, you mean to be honest men and women, and live comfortably with others, and have enough of the good things of life, be *punctual* in performing all your duties.

{ If others promise—and neglect to do,
(Their fault is surely no excuse for you,)
They'll trouble many—and be loved by few. •

ERRORS.

2. larned *for* learned. 4. limpin *for* limping. 5. childurn *for* children.

QUESTIONS.

1. What does *punctuality* mean? What does *punctuation* mean? What Stops and Marks are in this sentence?

2. What Stops and Marks are in this sentence? What do the asterisk, obelisk, and parallel refer to?

3. What is a caret?

4. What do stars, dots, and a dash show?

Remark. Look at the rule over the next Lesson, and you will see that this hard sentence is to be read thus: Mister B: gave five dollars to N. to buy a (blank) for M.

5. What is a hyphen? What is an apostrophe?

6. What is an index? What is a quotation?

8. What is a section used for? What is a paragraph used for?

9. What is a bracket used for? What is a parenthesis used for?

10. What is the use of the accent? What is the use of the brace?

What is the use of the dash in this sentence?

What Rule is at the beginning of the Lesson?

troub-
de-no-
prom-is-
sel-dom
neg-lect-ing
pos-si-ble

dif-fer-ence
punc-tu-al
hes-i-ta-ting
some-times
suf-fer-ed
pro-po-sed

e-con-o-my
quo-ta-tions
el-lip-sis
pa-ren-the-sis
hy-phen
a-pos-tro-phe

LESSON IX.

RULES. 1. When only the first letter of a name is printed or written, if you know the whole name, read it; but if you do not know the whole, read the letter as though that were the name.

2. If a dash, or stars, or dots, stand for a whole word, call that word *blank*: and read it with a falling tone, as though you were telling those who hear you, that there is a *blank* instead of a word.

• THE VULTURE.

1. ALL persons who have been to New Orleans, or other southern parts of the United States, have seen a great many large, filthy looking birds about the streets, on the houses, and walking about the yards. I first saw these birds as I was going up the Mississippi river, on my way to New Orleans. They flew about the trees, and lit upon the fields, and were sometimes seen on the houses and chimneys.

2. I asked my companion Mr. Y—— what they were; and he said they were Turkey Buzzards. I afterwards found that they were called by this name in all that country; but they are properly a kind of vulture. They are about as large as turkeys, and are commonly of a very dark brown color. The vulture of Europe, Asia, and Africa, is larger than this, and its wings and tail are of a yellowish brown.

3. Mr.——, another companion on my voyage, told me that these birds were very useful in carrying away or eating whatever putrid meat they found in the towns, and on the plantations; and for that reason, no one is allowed to kill them. When I

arrived in New Orleans, and afterwards in Natchez, I found all this was true: Hundreds of them are seen in these cities, and they do much good in keeping the yards and streets clean.

4. In South America they are very numerous; and they are not only useful in the cities, but they destroy the alligator's eggs. Mr. Comstock tells us that the alligators of Brazil are sometimes twenty-five or thirty feet long. A few are nearly as long as this, in the Mississippi river.

5. Mr. C. also says that the vulture watches from the neighboring trees, when the alligators come upon the sandy shore, to lay their eggs and cover them in the sand. When the alligators have gone away again into the sea or river, the vulture that saw them will call many others; and they all descend, and uncover the eggs and eat them.

6. An alligator lays a hundred, and sometimes two hundred eggs in a year. If the vultures did not destroy them, the whole coast would be so covered with these terrible animals, that no man could live there. Thus you may learn, that even the most disagreeable animals are made to do much good.

ERRORS.

1. feels *for* fields. 2. vult~~er~~ *for* vulture; yall~~er~~ish *for* yellowish. 5. kiv~~er~~ *for* cover. 6. distroy *for* destroy.

QUESTIONS.

What is the first Rule?

2. You do not know the name that Y stands for; how should you read this line?

3. Here the dash stands for a name, and you must read it thus: 'Mr. (blank) another companion on my voyage.'

5. Here you know that 'Mr. C.' stands for 'Mr. Comstock,' who was named in the 4th paragraph; how should you read it?

Remember always to read such things according to these rules.

com-pan-ion
plan-ta-tions
al-li-ga-tors
nu-mer-ous
de-scend
ter-ri-ble

south-ern
fields
prop-er-ly
Natch-ez
New-Or-leans
Bra-zil

buz-zard
tur-key
vul-ture
dis-a-gree-a-ble
thir-ty
an-i-mals

LESSON X.

RULES. 1. *When the mark for a note comes at the end of a sentence:* Read the note where the mark is.

2. *When the mark does not come at the end of a sentence:* If the note is not longer than half a line, read it where the mark is; but if it is longer, read it when you have finished the sentence.

3. Read notes in a low tone of voice, as though they were in a parenthesis.*

MUSIC.

1. It is a very common opinion, that a great many persons cannot learn to sing, and that they could not have been taught when they were children. Those who have attended most to the

* **NOTE FOR TEACHERS.** Scholars who can understand it, may be taught that many notes do not require to be read by one who is reading to others; such as references to books and chapters from which quotations are made.

The above rules are as plain and correct as the author can make them, for children: but older persons can understand, that notes are to be treated in reading, as the remarks of another are, when you are conversing. If a person interrupt you with a question or remark while you are telling a story or making a statement to

subject, tell us that this is a great mistake. They say that nearly all children are capable of learning to sing: and that older persons find it difficult, for the same reason that they would find it difficult to speak or walk, if they had not learned when they were young.

2. In Italy and Sicily, and some other countries, it is very common to hear children sing in the streets, and when at play; and it is said to be uncommon to see a child that can talk, and cannot sing.*

3. A gentleman who came from Palermo† about ten years ago, told me that he was greatly surprised to hear so many of the common children in the streets singing so sweetly and correctly. He frequently stopped to hear their songs, and observe how happy they seemed to be.

4. I have frequently noticed that all the children of some families could sing, and that all of other families were said to have no ear for music. The truth was, that the former had been taught at the proper age, and the latter had not.

5. It is to be much lamented, that any children are suffered to grow up without knowing how to sing their Maker's praise. We are frequently com-

another, you commonly answer when you are interrupted, if you can do it very shortly; otherwise, you wait till you have finished your sentence, or your whole story. You change your tone in answering such question or remark, and resume it when you resume your statement.

When you do not read a note where the mark occurs, it is often necessary to tell your hearers what part of the sentence it relates to.

* The reason of this doubtless is, that almost every mother sings to her children, and takes almost as much pains to teach them to sing, as to talk.

† In Sicily.

manded in the word of the Lord, to sing praises to our God. Thus, in the thirtieth Psalm; 'Sing unto the Lord, O ye saints of His, and give thanks at the remembrance of His holiness.' If you read the book of Psalms, you will find a great many similar precepts.

6. If you love to keep all the commandments, you will love to sing of His truth and His goodness—of His greatness, His power, and his mercy. You will not love to sing, nor to hear, foolish and wicked songs;* but when your hearts rejoice in all the blessings which the Lord gives, you will love to sing praises to His name.

7. In many schools in Switzerland and Germany children are taught to sing, when they are taught to read. In some schools in America they do the same; and it is found that nearly all children learn singing as easily as they learn reading and spelling. I hope they will all love to sing psalms and hymns of praise to the Lord, while they live in this world and in the world to come.

ERRORS.

1. uppinion *for* opinion. 3. supprized *for* surprised.
7. luf *for* love.

QUESTIONS.

What is the first Rule?

2. Where should this note be read?

3. What is the Rule for reading this very short note?

* Foolish and immoral songs should be avoided, as much as deadly poison. They make the mind frivolous and impure. Those who will sing bad songs, will talk and act wickedly. We should sing to express *good feelings*; impure and idle songs are for those only who have *wicked feelings*.

Repeat the whole of the second Rule.

6. Where should this long note be read? If the mark for it had been placed at the end of the sentence, where would you read it?

Repeat the third Rule.

pa-ren-the-sis
dif-fi-cult
com-mand-ed
fam-i-lies
ho-li-ness
la-ment-ed

thir-ti-eth
no-ti-ced
sim-i-lar
gen-tle-man
at-tend-ed
ca-pa-ble

psalm
hymn
talk
could
would
should

LESSON XI.

RULE. Do not read easy lessons too fast: but always think of what you are reading, and read as though you were attending to it carefully.

THE TWO COUSINS.

1. JAMES BROWN was born at a farm-house. He had not seen a town or a city when he was ten years old.

2. James Brown rose from his bed at six in the morning during the summer. The men and maids of a farm-house rise much sooner than that hour, and go to their daily work. Some yoke the oxen to plough, some bring the horses in from the field, some mend the hedges, some manure the land, some sow seed in the ground, and some plant young trees.

3. Those who have the care of sheep, and who are called shepherds, take their flocks from the fold, and lead them to their pasture on the hills, or in the green

meadows by the running brook. The maids, meanwhile, haste to milk the cows, then churn the butter, put the cheese into the cheese-press, clean their dairy, and feed the pigs, geese, turkeys, ducks, and chickens.

4. James Brown did not work in the fields; so when he rose from his bed, his first care was to wash his face and hands, to comb and brush his hair; and when these things were done, and he had said his morning prayer, he went with his father about the farm, or weeded the garden. Garden-work was very proper for a boy of his age and size.

5. James Brown had a cousin, named Thomas, and Thomas Brown once came to pay James a visit. The two boys were very glad to see each other, and Thomas told James of the famous city of London, where he lived.

6. He spoke of the spacious paved streets, crowded all day by throngs of people, and lighted at night by rows, on each side of the way, of glass lamps.

7. He told him of the fine toy-shops, where all kinds of play-things for children are sold; such as bats, balls, kites, marbles, tops, drums, trumpets, whips, wheel-barrows, shuttles, dolls, and baby-houses. And of other great shops, where linens, muslins, silks, laces and ribbons fill the windows, and make quite a gay picture to attract the passers by.

8. He described also the noble buildings, and the great river Thames, with its fine arched bridges, built of stone. He spoke of the immense number of boats, barges, and vessels that sail and row upon the Thames, and of the great ships that lie at anchor

there, which bring stores of goods from all parts of the world.

9. He told James likewise of the Tower of London, which is always guarded by soldiers, and in one part of which he had seen lions, tigers, a wolf, a spotted panther, a white Greenland bear, and other wild beasts, with many sorts of monkeys.

10. Thomas Brown talked very fast on these subjects, and as James, who had never seen anything of the kind, was quite silent, and seemed as much surprised as pleased with all that he heard, Thomas began to think his cousin was but a dull, stupid sort of boy.

11. But the next morning, when they went out into the fields, he found that James had as much knowledge as himself, though not of the same kind. Thomas knew not wheat from barley, nor oats from rye; nor did he know the oak tree from the elm, nor the ash from the willow.

12. He had heard that bread was made of corn, but he had never seen it threshed in a barn from the stalks, nor had he ever seen a mill grinding it into flour. He knew nothing of the manner of making and baking bread, of brewing malt and hops into beer, or of the churning of butter. Nor did he even know that the skins of cows, calves, bulls, horses, sheep, and goats, were made into leather.

13. James Brown perfectly knew these, and many other things of the same nature; and he willingly taught his cousin to understand some of the arts that belong to the practice of husbandry.

14. These friendly and observing boys, after this time, met always once a year, and they were eager

in their separate stations to acquire knowledge, that they might impart it to each other at the end of the twelve-month.

ERRORS.

2. hosses *for* horses. 3. medders *for* meadows; paster *for* pasture. 11. feels *for* fields.

QUESTIONS.

What is the Rule?

What things did James know better than Thomas? What did Thomas know better than James? Where did Thomas live? Do you know in what country London is?

shep-herd
cous-in
thresh-ed
spa-cious
shut-tles
mean-while

plough
yoke
hedg-es
tur-keys
chick-ens
mead-ows

fa-mous
throngs
mon-keys
im-mense
bar-ley
churn-ing

LESSON XII.

RULE. Be very careful that you do not repeat your words in reading; once reading a word correctly, is enough.*

ELLEN AND JUDITH.

1. THERE was once a little girl, who always seemed to feel great pity for those who were in want of food or clothing. If she was walking in the street with any of her friends, and a beggar came near, she

* NOTE FOR TEACHERS. The fault which this rule forbids, is one of the worst and most common among persons of every age, both in reading and conversation. Very great pains should be taken to pre-

would entreat to have money given her, to give to that poor creature.

2. At home she begged cold meat or halfpence of her mamma, for all the beggars that came to the house, so that this little girl was praised all day long for being so very humane, and she began to think herself one of the best children in the world, and boasted to her play-fellows, both of her good name, and of the great deal of money she got from her mamma for poor people.

3. One day Ellen, for thus she was called, had a girl about her own size and age to play with her, whose name was Judith. She was a quiet, modest child, who did not boast of any good that she did. She had no mother to indulge her wishes, and the friends she lived with could not afford to give money to all who asked for it.

4. Ellen's mamma was going out to pay a visit, but she left the children a large piece of rich plum-cake to divide between them, that they might play at making feasts. Before this cake was touched, a poor woman, with an almost naked child in her arms, sat down on the step of the door, and seemed ready to faint.

5. The children saw her, and ran to the door to ask what was the matter with her? She told a sad story of having been sick at a great distance from her

vent children's forming a habit of repeating. It is useful to require them to read a sentence, till they can do it without any mistake or repetition. How sadly any composition would look, if it were written or printed as many persons would read it. If it is necessary to shame a scholar for his blunders, copy some sentence as he reads it. and then read it to him.

home, and that she was now on her way to the place where her friends lived; but that, having walked from day-break without tasting a morsel of food, she felt herself not able to go a step further.

6. 'Poor woman!' cried Ellen, 'you shall not want food long, and I am glad you came to our door, for we take care of all the poor people.' And away she flew down stairs to seek the cook. But the cook was gone out as well as her mistress, and what was worse, had taken the key of the pantry with her, so that the house-maid could not get anything to give.

7. 'Then pray, Mary, lend me a penny,' said Ellen, 'and you shall have it back again the moment mamma comes home.' But Mary had not a penny, nor yet even a halfpenny. Ellen was quite angry with her, which was of no use, for the house-maid could not give that which she had not.

8. So Ellen ran back to the door and said,—'O poor woman, I am very sorry I have nothing for you; mamma is out, and the cook has locked up all the bread and meat. Do come again in two hours, pray do, for mamma will be at home then, and I will get both money and food for you. Go away now, my dear, good, poor woman, for indeed I have nothing to give you.'

9. 'Yes you have,' said quiet Judith: 'There is our plum-cake; give her that.' Ellen pulled her by the frock, and with an angry look, and in a sort of whisper, bid her hold her tongue, and not talk about the plum-cake, which was not a fit thing to give a beggar.

10. 'I know very well,' said Judith, 'that it is not so good for her as bread or meat would be, but she is

starving, and we have nothing else to give. Half the cake was for me, and that half she shall have. I have no right to meddle with your share.'

11. In spite of Ellen's tears, who began to cry at the thought of losing any of the rich plum-cake, Judith cut it in halves, and breaking one-half into two pieces, put one into the hand of the woman, and the other into that of the child.

12. A grateful smile spread over the face of the poor woman, while the little hungry babe gave a scream of joy. After eating the cake, and drinking a draught of beer which the house-maid brought her, the woman was able once more to proceed on her journey.

13. Ellen's pleasure for the evening was at an end. She wanted to make feasts, and half the plum-cake was gone. She called Judith a fool and a busy-body, and wished the woman had been a hundred miles off.

14. But Judith, though she loved plum-cake dearly, and seldom had such things given to her, did not regret that she had parted with her share. Had it not been for Ellen's ill-humor, she would have been more happy that evening, than if she had feasted on the best plum-cake that ever was made.

15. Which of these little girls was humane? It was not Ellen. No, no! She did not truly feel for the distress of the poor. She had no real charity in her heart. She was only vain of the power of giving away, and of the praise she got by begging for beggars. She did not want her mamma's halfpence and cold meat, and, therefore, she was at all times ready and willing to bestow them on others.

16. But Judith took from herself to give to the poor.

She spared that which she loved, which she wished for—which it would have given her great pleasure to eat and enjoy. Ellen was VAIN and SELFISH: Judith was HUMANE.

ERRORS.

1. frens *for* friends; critter *for* creature. 13. hundurd *for* hundred.

QUESTIONS.

What is the Rule?

6. What do quotation marks signify?

7. What word has a hyphen? 8. What stop is after *said*?

13. What is the apostrophe the sign of in *Ellen's*?

qui-et

mod-est

los-ing

jour-ney

hun-gry

hu-mane

break-ing

hu-mor

pull-ed

mam-ma

dear-ly

touch-ed

boast-ed

cloth-ing

seem-ed

in-dulge

lock-ed

med-dle

LESSON XIII.

RULE. Avoid the common error of omitting the letter *f* in the word *of*. It should be sounded distinctly like *v*.

Nothing is more common than this error, especially in conversation. Thus: 'I heard of the man who spoke of the house,' is often read in this manner: 'I heard o' the man who spoke o' the house.'

LAURA AND JULIET.

1. *Laura.* I do not like this book very well; it is too hard.

2. *Juliet.* I think the lessons are very easy to understand. What part of it do you find difficult?

3. *Laura.* I mean that there are so many things to learn about every lesson, that it takes too much time to study it. Those books are most pleasant, that let us read straight along, without being so particular as to pronouncing every word correctly, and knowing the meaning of every word. I should know the meaning of the lessons well enough, and read them so that I could be understood, without these rules, and all this study.

4. *Juliet.* If you know so much already, I should think you could read according to these rules, and avoid all the errors, without much study. I need to study my lessons many times; but I remember the rules pretty well, and can see how to avoid most of the errors in pronouncing the words.

5. *Laura.* What good do you suppose it will ever do you, to be so very particular and nice about your reading?

6. *Juliet.* I suppose that I shall better understand what I read, and make others understand better when I read to them. Besides, my father and mother have often told me that, *whatever is worth doing, is worth doing well*; and everybody says that it is very important to read well. You like to sew well, to dress yourself well, and to appear well in company; but those things are not better than reading well.

7. *Laura.* I think it is very important to talk correctly, but I do not love to take so much pains about reading. It is very dull, to sit for a half an hour, and sometimes more, in studying one short lesson, so that we can read it as the book says is right.

8. *Juliet.* But if you do not know how to read correctly, you will not be likely to converse cor-

rectly. I think that we pronounce as many words wrong in talking, as in reading; and if the book teaches us what errors to avoid in reading, we must avoid them in conversation too. And I do not see that it is harder or duller to study for half an hour, or an hour, in learning how to read, than in learning our lessons in arithmetic and geography.

9. *Laura*. We cannot recite our arithmetic and geography at all, without studying the lessons, but we can read pretty well without it.

10. *Juliet*. You call it reading *pretty well*, because you do not care much about reading; but ought we not to be more ashamed of reading badly, than of walking or dancing badly? Ought we not to think it worse to mispronounce words, than to wear very mean clothes?

11. *Laura*. I think there is some truth in what you say; and I believe that I shall take more pains to study my lessons. If you notice any errors in my conversation, I wish you to mention them.

12. *Juliet*. I do not wish to set myself up for a teacher; but, since you request it, I will mention two or three. In your last answer, you said *bleeve* for *believe*, and *Ishl* for *I shall*. In the answer just before the last, you said *rithmetic* for *arithmetic*, and *jography* for *geography*, and *studyin* for *studying*, and *thout* for *without*. If you had studied your lessons well, you would have learned to avoid such errors as these.

13. *Laura*. Well, if I make so many mistakes, it is quite time that I should be studying to correct them. But I shall need some one to point out my errors in conversation.

14. *Juliet*. Every one will assist you, if you really try to correct them; and you will soon learn to avoid many of them, and to see your own faults without having them told you.

15. *Laura*. I will certainly try very hard, and study all the lessons till I have learned the book through. Then, if I can read and converse more correctly, I shall be glad that the book is made in this manner; but if I cannot then do better than I do now, I shall tell the author that this book is not a good one, and that he must give me one that is better.

16. *Juliet*. That is all fair. We will learn our lessons together, and help each other, when we read and when we talk, to avoid those foolish and uncomely errors.

ERRORS.

3. meanin *for* meaning. 8. curreckly *for* correctly.
10. cloze *for* clothes. 13. sumenny *for* so many; correct *for* correct. 14. sist *for* assist. 15. certnly *for* certainly.

QUESTIONS.

What error does this Rule forbid? There is only one word in which *f* sounds like *v*; what is that word? What is the Rule before Lesson 1?—before Lesson 2?—before Lesson 3?—before Lesson 4?

pro-nounce
re-cite
con-verse
mis-takes
as-sist
un-come-ly

un-der-stand
fool-ish
cer-tain-ly
stud-y-ing
al-read-y
ac-cord-ing

men-tion
an-swer
ge-og-ra-phy
a-rith-me-tic
a-void
teach-es

LESSON XIV.

RULE. The letter *e* is not sounded before *l* in the following words,—*shekel, weasel, ravel, swivel, drivel, shrivel, shovel, grove, hazel*; but in nearly all other words, *e* is sounded when it comes before *l*.

HENRY, THE TENTH EARL OF PEMBROKE.

1. THE Earl of Pembroke kept a number of swine at his seat in Wiltshire, and crossing the yard one day, he was surprised to see the pigs gathering round one trough, and making a great noise. Curiosity prompted him to see what was the cause; and on looking into the trough, he perceived a large silver spoon.

2. Just at this instant a servant-maid came out, and began to scold at the pigs for squealing so. 'Well they may,' said his lordship, 'when they have got but one spoon among them.'

3. This nobleman, who had many good qualities, but always insisted on having everything in his own way, was often very singular. He thought of a method for preventing others from teasing him with their opinions and requests; this was, to feign himself deaf. Under pretence of hearing very imperfectly, he would always form his answer, not by what was really said to him, but by what he desired to have said.

4. Among his servants was one who had lived with him from childhood, and served him with great fidelity, till at length he became coachman. This man, by degrees, got the habit of drinking rum, for which his lady desired that he might be dismissed.

5. His lordship always answered, 'Yes, indeed, John is an excellent servant.' 'I say,' replied the

lady, 'that he is continually drunk; and I desire that he may be turned off.' 'Ah,' said his lordship, 'he has lived with me from a child, and, as you say, a trifle of wages should not part us.'

6. John, however, one evening as he was driving from Kensington, overturned his lady in the street. She was not much hurt, but when she came home she went with her complaints to the Earl.

7. 'Here,' said she, 'is that beast, John, so drunk that he can scarcely stand. He has overturned the coach, and if he is not discharged he may break our necks.'

8. 'Ah,' said the Earl, 'is John sick? I am very sorry for him.' 'I am complaining,' said the lady, 'that he is drunk, and has overturned me.' 'Ah,' said his lordship, 'he has behaved very well, and shall have proper advice.' The lady finding that he would not understand her complaints, went away in a pet.

9. The Earl having ordered John into his presence, spoke to him very coolly in these words: 'John, you know that I have a great regard for you, and as long as you behave well you shall be taken care of in my family. My lady tells me that you are taken ill, and indeed I see that you can hardly stand. Go to bed, and I will take care that you have proper advice.'

10. John, thus dismissed, was taken to bed, where, by his master's order, a large blister was put on his head and another between his shoulders, and sixteen ounces of blood were taken from his arm.

11. The next morning he found himself in a woful plight, and was soon told all that had been done, and the occasion of it. He had no remedy, however, but

to submit, for he would rather have had as many more blisters, than lose his place.

12. The Earl sent very formally twice a day to know how he was, and frequently congratulated his lady upon John's recovery, whom he directed to be fed on water-gruel only, and to have no company but an old nurse.

13. In about a week, John having constantly sent word that he was well, his master thought fit to understand the messenger, and said he was extremely glad to hear that the fever had left him, and desired to see him.

14. When John came in, he said, 'Well, John, I hope this ill turn is over.' 'Ah, my lord,' said John, 'I humbly ask your lordship's pardon, and I promise never to commit the same fault again.' 'Yes, yes,' said the Earl, 'you are right; nobody can prevent sickness, and if you should be sick again, John, I shall see it, though perhaps you should not complain; and I promise that you shall have the same advice, and the same attendance you have had now.'

15. 'O, I thank your lordship,' said John; 'I hope there will be no need.' 'So do I too,' said the Earl: 'but as long as you do your duty to me, never fear, I shall do mine to you.'

ERRORS.

3. singular *for* singular; uppinions *for* opinions, request *for* requests. 12. nuss *for* nurse. 13. disired *for* desired.

QUESTIONS.

In what words is *e* silent before *l*? Pronounce these words

chapel, parcel, satchel, morsel, flannel, travel, gravel, rebel, vessel, .. marvel.

What is the Rule before Lesson 5?—before Lesson 6?—before Lesson 7?

gath-er-ing
im-per-fect-ly
dis-miss-ed
dis-charg-ed
com-plaints
re-cov-er-y

lord-ship
at-tend-ance
shoul-ders
o-ver-turn-ed
mes-sen-ger
oc-ca-sion

earl
feign
squeal-ing
cool-ly
blis-ters
rem-e-dy

LESSON XV.

RULE. In words that end in *en*, the *e* is commonly silent, when that syllable is not accented: But it should be distinctly sounded in the words, *Sudden, kitchen, hyphen, chicken, jerken, aspen, platen, marten, latten, patten, and sloven.*

IMPATIENCE.

1. On the day that Mr. Stanmore removed from his town residence to his new house in the country, there was much bustle and business in the family.

2. The servants were all employed in unpacking and arranging chairs, tables, sofas, and sideboards in their proper places. Some men were putting up beds, while others were hanging window curtains, and nailing down carpets.

3. The only idle persons in the house were Henry and Isabel, and they could find nothing to do but to skip from room to room, ask questions, admire their new dwelling-house, and talk of the pleasure they should receive in a visit their father was engaged to make that day to Mr. Morton, his intimate friend, who lived about one mile and a half distant.

.. 4. So desirous were Henry and Isabel of seeing Morton Park, or rather perhaps of eating some of the fine grapes and melons which they had heard grew in Mr. Morton's hot-house, that the morning seemed to be the length of a whole day.

5. When people are without employment, time hangs heavily on their hands, and minutes will appear to be as long as hours. Half a dozen times in the course of the morning these children ran to the door of the library, to ask their father when he would be ready to go; and though he was engaged, sorting papers, and arranging his books, they did not forbear their troublesome inquiries, till he was quite displeased with them.

6. At length, however, the joyful tidings came to Henry and Isabel, that they were to dress directly, as their father would be ready to set out in half an hour. As the day was very fine, and the coachman's assistance was useful to the other servants, busied in disposing the furniture in the various apartments, Mr. Stanmore chose to walk to Morton Park; but after he had dressed, and the half hour had elapsed, he still had orders to give, that detained him.

7. Henry and Isabel meanwhile were standing at the hall-door, almost wild with their impatience to be gone; and, at last, Henry proposed to his sister, that they should go on first, as their papa could soon overtake them: and Isabel eagerly ran to ask the house-keeper whether they must take the right or the left hand road.

8. The housekeeper was busy with a basket of china, some of which had been broken in the car-

riage; and as her thoughts were fixed on the fragments of the china, she scarcely attended to the nature of Isabel's question, and said hastily, that the right hand road led to Morton Park: and so it did; but that was the coach road, and Mr. Stanmore meant to go a much nearer and cleaner way, upon a raised dry path across some pleasant meadows.

9. No sooner had Isabel received the house-keeper's reply, than away they went, and in their eagerness to reach Morton Park, they did not at first observe that the lane was very dirty; but at last some large splashes of mud on Isabel's clean frock, attracted Henry's notice, and he then perceived that his own white stockings and nankeen trowsers were in the same dirty state.

10. What was now to be done? They both felt that it was highly improper to go to a gentleman's house in such a condition: but then Henry said that his father must know the road was dirty, after so much rain as they had had lately, and as he meant to walk, he supposed their getting a few splashes was of no consequence. Isabel agreed with this mode of reasoning, and on they went, expecting every moment to hear their father's steps behind them.

11. The lane now became wider and more open to the beams of the sun, which had dried the pathway; but though they were somewhat out of the mud, the heat of the sun was so intense, they knew not how to bear it, and they walked as fast as they could, in order to get to some shady place.

12. While they were panting with heat they suddenly came to a stream that ran directly across the

road, and had no bridge over it, because foot passengers seldom came that way.

ERRORS.

3. ass questions *for* ask questions; plezhur *for* pleasure. 4. ware *for* were; ruther *for* rather. 5. libry *for* library. 7. whuther *for* whether. 12. pass'ngers *for* passengers.

QUESTIONS.

Repeat the Rule. How do you pronounce *given, driven, seven, cloven, heaven, forgiven, eaten, spoken, taken*? Is the *e* in the last syllable of these words sounded? Is that syllable accented?

How do you pronounce, *sudden, kitchen, sloven*?

8. What word in this sentence has the *e* silent before *n*?

12. Which words have *e* sounded before *n*?

What Rule is before Lesson 8?—before Lesson 9?—before Lesson 10?

res-i-dence
ar-rang-ing
em-ploy-ment
trou-ble-some
de-tain-ed
im-pa-tience

splash-es
trow-sers
rea-son-ing
con-se-quence
has-ti-ly
house-keep-er

in-qui-ries
in-ti-mate
a-part-ment
ea-ger-ness
im-prop-er
fur-ni-ture

LESSON XVI.

RULE. The letter *i* is silent before *l* in the words *evil* and *devil*, but it is sounded in nearly all other words that end in the same manner. Thus, *evil, devil: cavil, civil, fossil, anvil, pencil, tonsil.*

IMPATIENCE—*concluded.*

1. **THEY** were now in the greatest distress. 'To stand still in the full burning sun was dreadful, and

to go back was equally fatiguing. There was no place to sit down in that part of the road, but on the opposite side of the stream three large oak-trees were growing, and formed a pleasant shade over a green bank.

2. Isabel, greatly tired, and almost fainting with heat, wished she could get to the shady bank: so did Henry; and he said he could take off his shoes and stockings, and carry his sister through the water on his back.

3. This plan was settled; and they agreed that, when they were over the stream, they would wait on the bank for their papa, and endeavor to rub off upon the grass, the clots of mud that stuck to their shoes.

4. But either Henry was not so strong as he had supposed he was, or Isabel, having her brother's shoes and stockings to carry in her hand, did not hold fast round his neck; for just as they were in the middle of the stream, his foot slipped, he staggered, fell, and down went brother and sister at once into the pool.

5. Both scrambled up in a moment, and neither had suffered more injury than being completely bathed in the water. With streaming hair and dripping garments they reached the bank; but when Isabel saw that the ribbons of her new straw bonnet were spoiled, she began to cry and accuse her brother of having thrown her down on purpose, which so provoked the young gentleman, that he said it was all owing to her clumsiness, and at the same time he shook the sleeves of his jacket, from which he was wringing the wet, in her face.

6. Isabel's anger increasing at this, she rudely gave her brother a severe box on the ear. A scuffle now ensued, which caused a second tumble, and this fall being on the rough gravel, Isabel's face was scratched by the sharp pebbles, and Henry's elbow sadly cut by a large flint stone.

7. ~~The~~ smart of these wounds cooled their passions; they thought no more of fighting, and were wiping away the blood, and looking with grief and dismay at their wet dirty clothes, when a servant came up who had been sent in pursuit of them.

8. Mr. Stanmore was not far behind. He had been told that Henry and Isabel were gone before him, and was much alarmed at not finding them in the field-path. He had therefore returned the same way to search for them. He ordered the servant to conduct them home, and told them that their silly impatience had spoiled their pleasure, as it was not possible for them now to appear at Morton Park.

9. Mr. Stanmore then hastened on, for fear Mr. Morton's dinner should wait for him; and Henry and Isabel, forlorn, wet, dragged, and dirty, were led back to their own house, and they passed a dismal afternoon, lamenting their folly and imprudence.

ERRORS.

2. kerry *for* carry. 5. scrabble *for* scramble; injury *for* injury; ribbins *for* ribbons. 8. spiled *for* spoiled.

QUESTIONS.

In what two words is *i* silent before *l*? Is it silent in *pencil*, *civil*, *cavil*?

What Rule is before Lesson 11?—before Lesson 12?—before Lesson 13?—before Lesson 14?

fa-tig-u-ing	grow-ing	drag-gled
en-deav-or	op-po-site	peb-bles
clum-si-ness	stock-ings	sleeves
en-su-ed	stag-ger-ed	rough
for-lorn	drip-ping	pur-suit
la-ment-ing	pro-vo-ked	bath-ed

TABLE OF ABBREVIATIONS.

RULE. When any mark or abbreviation stands for a word or several words, read it as though the word or words were printed.

A. or Ans. Answer.	B. L. Bachelor of Laws.
A. A. S. Fellow of the American Academy.	B. V. Blessed Virgin.
A. B. or B. A. Bachelor of Arts.	C. or Cent. A hundred.
Abp. Archbishop.	Cant. Canticles.
A. C. After Christ.	Capt. Captain.
Acct. Account.	C. C. P. Court of Common Pleas.
A. D. In the year of our Lord.	Chap. or ch. Chapter.
Æt. Aged.	Chron. Chronicles.
Al. Alabama.	Co. Company; county.
Alt. Altitude.	Col. Colonel; Colossians.
A. M. Master of Arts; Before noon; In the year of the world.	Com. Commissioner; Commodore.
Am. American.	Con. On the other side.
Att'y. Attorney.	Conn. or Ct. Connecticut.
A. U. C. After the building of Rome.	Const. Constable.
Aug. August.	Cor. Corinthians.
B. Book.	Cr. Credit; Creditor.
Bart. Baronet.	Crim. con. Criminal connexion.
bbl. Barrel.	C. P. Court of Probate.
B. C. Before Christ.	C. P. S. Keeper of the Privy Seal.
B. D. Bachelor of Divinity.	C. S. Keeper of the Seal; Court of Sessions.
	cts. Cents.
	cwt. Hundred weight.

\$.	Dollars	G. B.	Great Britain.
d.	Pence.	Gen.	General; Genesis.
D. D.	Doctor of Divinity.	Gent.	Gentleman.
Dan.	Daniel; Danish.	Geo.	Georgia.
Dea.	Deacon.	Gov.	Governor.
Dec.	December.	G. R.	George the King.
Del.	Delaware.	grs.	Grains.
Dep.	Deputy.	Hab.	Habakkuk.
Deut.	Deuteronomy.	Heb.	Hebrews.
Do.	The same.	Hist.	History.
Ditto.	The same.	hhd.	Hogshead.
Dr.	Doctor; Debtor.	Hon.	Honorable.
dwt.	Pennyweights.	Hund.	Hundred.
E.	East.	Ibid.	In the same place.
Eccl.	Ecclesiastes.	i. e.	That is.
Ed.	Edition; Editor.	Ill.	Illinois.
e. g.	For example.	Ind.	Indiana.
Eng.	England; English.	Inst.	Instant; Of this month.
Ep.	Epistle.	Isa.	Isaiah.
Eph.	Ephesians.	Jan.	January.
Esq.	Esquire.	Josh.	Joshua.
Etc.	Et cætera; And the rest; And so on.	Jr.	Junior.
Ex.	Example; Exodus.	Just.	Justice.
Exr.	Executor.	K.	King.
F. A. S.	Fellow of the Antiquarian Society.	Km.	Kingdom.
Feb.	February.	Kt.	Knight.
Fem.	Feminine.	Ky. or Ken.	Kentucky.
F. L. S.	Fellow of the Linnæan Society.	Lat.	Latitude.
Fr.	France; French.	L. or Ld.	Lord; Lady.
F. R. S.	Fellow of the Royal Society.	lb.	A pound.
F. S. A.	Fellow of the Society of Arts.	£.	A pound (of money.)
Ft.	Fort; Foot.	Lam.	Lamentations.
Gal.	Galatians.	Lea.	League.
		Lev.	Leviticus.
		Lieut. or Lt.	Lieutenant.
		LL. D.	Doctor of Laws.
		Lond.	London.
		Lon.	Longitude.

Lou. Louisiana.	No. Number.
L. S. Place of the Seal.	Nom. Nominative.
M. Marquis; Monsieur, [Fr. for Mr.;] A thousand.	Nov. November.
M. A. or A. M. Master of Arts.	Numb. Numbers.
Maj. Major.	N. S. New Style.
Mal. Malachi.	N. W. North West.
Mas. Masculine.	N. Y. New York.
Mass. Massachusetts.	Obj. Objection.
Math. Mathematics.	Obt. Obedient.
Matt. Matthew.	Oct. October.
M. B. Bachelor of Physic.	O. S. Old Style.
M. D. Doctor of Physic.	O. T. Old Testament.
Md. Maryland.	p. Page.
Me. Maine.	pp. Pages.
Mo. Missouri.	Pa. or Penn. Pennsylvania.
Mich. Michigan.	Par. Parliament.
Miss. Mississippi.	Part. Participle.
M. P. Member of Parliament.	per cent. By the hundred.
Mr. Master.*	P. M. Post Master; Afternoon.
Mrs. Mistress.	P. M. G. Post Master General.
Messrs. Gentlemen.	P. O. Post Office.
MS. Manuscript.	Pres. President.
MSS. Manuscripts.	Prof. Professor.
N. North; Note.	P. S. Postscript.
N. B. Take notice.	Ps. Psalm.
N. C. North Carolina.	Q. Queen; Question.
Nem. Con. No one opposing.	Q. E. D. Which was to be demonstrated.
N. H. New Hampshire.	qr. Quarter; Farthing.
N. E. New England; North East.	Qu. or Qy. Query.
N. J. New Jersey.	Recd. Received.
	Recpt. Receipt.
	Regi. Register.
	Rep. Representative.
	Rev. Revelation; Reverend.

* This word, when used as a title of civility, is pronounced *Mister*.

R. I. Rhode Island.	S. W. South West.
Rt. Hon. Right Honorable.	Tenn. Tennessee.
S. South.	Thess. Thessalonians.
s. Shilling.	Tr. Translator; Translation.
S. A. South America.	ult. The last; Of the last month.
S. C. South Carolina.	U. S. United States.
S. E. South East.	V. or Vide; See.
Sec. Section; Secretary.	v. or ver. Verse.
Sen. Senator; Senior.	Va. Virginia.
Sept. September.	Viz. To wit; Namely.
Servt. Servant.	Vt. Vermont.
S. J. C. Supreme Judicial Court.	W. West.
St. Saint.	Wp. Worship.
S. T. P. Professor of Divinity.	wt. Weight.
S. T. D. Doctor of Divinity.	Yd. Yard.
ss. To wit; namely.	&. And.
	&c. Et cætera; And the rest; And so on.

Explanations concerning the Size, Pages, Titles, &c. of Printed Books.

1. Books are said to be printed in *folio*, in *quarto*, in *octavo*, in *duodecimo*, in *eighteenmo*. Books in folio are those in which a sheet makes but two leaves; in quarto, a sheet makes four leaves; in octavo, eight leaves; in duodecimo, twelve leaves; and in eighteenmo, eighteen leaves. A printed sheet is sometimes folded into twentyfour, thirtytwo, or thirtysix pages. Some of these numbers are expressed by figures, thus, *quarto* is 4to; *octavo* is 8vo; *duodecimo* is 12mo; *sixteens* are 16mo; *eighteens* are 18mo; *twentyfours* are 24mo; *thirtytwos* are 32mo; *thirtysixes* are 36mo. There are sometimes 144 little pages in a sheet.

2. A *page* is all that is written or printed on one side of a leaf.

3. A *line* signifies all the words that stand in one rank, from the left hand of the page to the right.

4. When the page is divided into several parts, from the top to the bottom, each of those parts is called a *column*; as in bibles, newspapers, dictionaries, &c.

5. The spaces at the side and bottom of the page are called the *margin*; notes in them are called *marginal notes*.

6. The first page of a book, which gives an account of what the book treats of, is called the *title page*.

7. The words or sentence which stand over the head of each page in some books, are called the *running title*.

8. The word that is written in some books on the bottom of the page, at the right hand, is called the *catch word*, and is repeated at the beginning of the next page, to show that the pages are printed in order. Now seldom used.

9. The letters or figures at the bottom of many pages, are to assist the binder in arranging the sheets of the book. They are called *signatures*, and indicate the number of sheets contained in a book; as A, B, C, or 1, 2, 3, mean 1st, 2d, 3d sheets, and so on.

10. Where a line begins, shorter than the rest, with a capital letter, it is called a *new paragraph*.

11. As *chapters* are parts of a book, so *sections* are sometimes made parts of a chapter, and *paragraphs* are parts of a section.

12. The words or sentences before the beginning of a chapter or section, are called the *contents*, or sometimes the *argument*.

NOTE FOR TEACHERS. The Abbreviations, and the explanations which follow, may be read occasionally by the scholars as a Lesson, and then questions may be asked them. Whenever they have leisure, these should be studied until they know them perfectly. This will be better than to confine them to the Table constantly till they have learned it. Only a few of these Abbreviations will be used in the following Lessons; but the scholar will find them in other books.

LESSON XVII.

RULE. The letter *a* should not be omitted in pronouncing such words as, *mental, medal, musical, festival, capital.*

SINGULAR ADVENTURE.

1. In the midst of the village of Sandwich, stood a small, white house, whose nicely white-washed fences, well cultivated gardens, and vines of honeysuckle and jessamine, twined round the doors and windows, showed the industry and neatness of the occupants.

2. This pretty little place was owned by Mr. Brown, a poor, but honest, and industrious man, who gained a support for himself, his wife, and two children, by day labor on the farms of his more wealthy neighbors.

3. He employed his leisure hours, after return from work, in embellishing this little cottage, which, to a person of his few simple desires, seemed quite a palace. In this pleasant task he was assisted by his two little sons, Edward and Henry; who always waited with impatience for the time of their father's arrival, and were ever ready, with their little hoes and spades, to render their assistance in the garden.

4. While they were thus waiting, one afternoon, after their return from school, their mother told them that they might go down to the sea-shore, and dig some clams for their father's supper. To this the little boys consented with alacrity, and immediately set out on their errand; for they were always glad to do anything for those parents, who were so kind to them.

5. After they had quite filled their basket with clams, they observed a small boat tied near the shore, in which they both seated themselves. Finding that the sun was still far above the horizon, and remembering that their father never returned home till the sun had set, they agreed to untie the boat, and sail about, for a short time.

6. This they ought not to have done; for their mother had often told them never to get into a boat: but these little boys, though generally very obedient, had yet to learn that children will always, sooner or later, find that their parents have good reasons for what they tell them to do, or not to do.

7. They glided along for some time very smoothly; and Edward, the eldest, kept the oar in his hand, to be in readiness to row back, whenever they should wish to return. The sun was just sinking behind the western mountains, leaving in that part of the heavens a vast expanse of purple and gold clouds, when little Henry, beginning to be weary of the sport, begged his brother to return.

8. The oar was accordingly lifted out, and Edward used all his strength to change the course of his boat. but in vain. The tide was going out; and his little strength was nothing against the mass of water. The

boat still drifted on, in spite of all his efforts; and he was obliged to lay down his oar in fatigue and despair.

9. Then, sadly did they regret their folly, in disobeying their good mother's advice; and little Henry, in the midst of his tears, declared that were he once on land again, he would always remember to do what she told him. After some time, this poor little boy fell asleep, overcome by fatigue and his sorrowful feelings; and Edward was left alone to his bitter reflections.

10. 'Ah! my poor brother!' said he, 'it is my fault that we are now in this danger; for I am the eldest, and should have dissuaded you from this.' Then he thought of his father, returning from his labors, and finding neither of his darling sons to greet his coming.

11. He thought of the snow-white cloth spread on the supper table—of his mother preparing their refreshment, and wondering where her boys could be—of the prayer at night—the blessing and kiss, before they laid their heads on the pillow,—all these came to his mind, and bitterly did he lament his folly.

12. To the uncertain future he dared not look; for the boat, borne on by the current, had passed the last point of land in the harbor—and beyond that, what could they expect? He dared not trust himself even to think of it.

13. The deepening twilight was now dissipated by the appearance of the moon, which cast a broad sheet of silver light over the body of waters. Edward, as he sat motionless, and in despair, thought he perceived something in the distance, moving on the water.

14. Hope was suddenly kindled in his bosom, and straining his eyes to keep the object in view, he dis-

covered that it was a vessel which was approaching him. He raised his voice, and tried to make himself heard, but his voice was not strong enough to reach them, though the waters were as calm as the sleep of the unconscious child, who lay at his feet.

15. Fortunately, however, the man at the helm of the vessel perceived the boat, and using the glass, discovered that it contained only two children; the captain was informed, and immediately ordered the ship's boat to be lowered, and sent a man to their relief. They were taken on board the vessel, which was bound to Duxbury, carried there, and having told their little story, were very kindly treated during their stay, and the next day sent in a wagon to Sandwich.

16. The anguish of the parents at the loss of these children was indescribable. Finding they did not return at twilight, Mr. Brown went to the shore and saw there the basket filled with clams; but his children were not to be seen.

17. The people from the village collected, and the names of Edward and Henry resounded in a hundred different places—but no answer was returned. The parents were obliged to return at night to their dwelling, late the abode of health and pleasure, but now cheerless and gloomy.

18. The night was spent in watching and anxiety, and at the break of day the search was recommenced. The father walked twenty miles along the coast, hoping to hear something of them; but all his inquiries were answered in the same manner, 'that no such children had been seen; and that no boat had drifted that way.'

19. He was returning home, the next day, with a desponding heart, and a sad countenance, when the first things that met his eye, as he approached his own house, were his two darlings, bounding over the grass to meet him. He could scarcely believe the evidence of his own eyes, till he felt them clinging to him, and heard their loud shouts of joy.

20. 'Come in, come in, my children,' said he, 'and let us hear about it;' all fatigue was soon forgotten in the joy of meeting, and the relation of their adventures. Edward concluded his narrative with the firm resolve, never to do anything which he knew his parents would disapprove,—in which he was heartily joined by little Henry.

ERRORS.

3. sisted *for* assisted; riv'l *for* arrival. 4. meeditly *for* immediately. 5. huri'z'n *or* hor'iz'n *for* hori'zon. 6. olwuz *for* always. 9. sorrierful *for* sorrowful. 11. wondrin *for* wondering; piller *for* pillow. 15. fort'ntly *for* fortunately; nex *for* next. 18. childurn *for* children. 20. jined *for* joined.

QUESTIONS.

What is the Rule? Pronounce *canonical, numerical, fatal, natal, formal, principal*. Find ten words in the Lesson that end in *ing* and pronounce them correctly.

6. How do you pronounce *generally*? 19. *scarcely*? 20. *forgotten*?

in-dus-tri-ous
a-lac-ri-ty
re-fresh-ment
mo-tion-less
in-de-scri-ba-ble
ad-ven-ture

twi-light
fa-tigue
heart-i-ly
de-spond-ing
deep-en-ing
dis-sua-ded

oc-cu-pants
im-pa-tience
re-sound-ed
o-bli-ged
un-con-sci-ous
per-ceiv-ed

LESSON XVIII.

RULE. Read questions as you would ask them: and let your voice fall at the end of answers to questions.*

THE NEW BONNET.

1. **LITTLE MARY'S** mamma took her one day to get a new bonnet; and, after having a great many tried on, the little girl saw, with great delight, that a selection was made, and the bonnet was paid for.

2. 'Now I may put it on and go home with it; may I not, mamma?' asked the little girl.

3. 'No; my dear,' answered her mother. 'It is not quite ready yet; but it will be sent home to-night.'

4. Mary felt very sorry that she could not wear it directly; and when she put on her old one again, she thought it looked more shabby than ever.

* **NOTE FOR TEACHERS.** This Lesson and the next will serve as good exercises upon questions and answers. If the scholar gives the wrong inflection to a question, it is well to make him close his book, look you in the face, and ask the same question. If he cannot do it properly, let another scholar do it. If you practise this, the scholar will form a correct *habit* very soon; and that is all we desire. That all Teachers may have before them the proper directions for reading questions, the following rules are copied from Walker.

RULE 1. When an interrogative sentence commences with any of the interrogative pronouns or adverbs, it is pronounced, with respect to inflection, elevation, or depression of voice, exactly like a declarative sentence.

RULE 2. When interrogative sentences are formed without the interrogative words, the last word must have the rising inflection. There are some exceptions to these rules.

RULE 3. When interrogative sentences, connected by the disjunctive *or*, succeed each other, the first ends with the rising, and the next with the falling inflection.

5. 'I wish I could have had my new bonnet now,' said the little girl, as she and her mother proceeded home. 'I should have been so happy to have it on, instead of this ugly old thing.'

6. 'What! would a bonnet have had power to make you happy, Mary?' asked her mother.

7. 'Yes, mamma! Do you not think it is quite enough to make anybody happy? I am sure there is a great deal more pleasure in wearing a new bonnet, than in eating sweet cakes, or any other good things, because, you know, the cakes are soon gone, and all the pleasure is over. But a new bonnet is pretty for a long time; and there is pleasure every time it is put on. Do you not think so, mamma?' and, as she spoke, she looked up to her mother's face with an expression that seemed to say she was sure her mamma must think she had used an excellent argument.

8. 'You are very right, Mary; the pleasure of being neat and clean in our dress, is certainly greater than that of eating good things. But that is not saying very much, after all; for there is no very great pleasure to be derived from either of them.'

9. 'Oh, mamma! I think there is a great deal, both in eating cakes and wearing new clothes. I think it is delightful to do either of them. It is the most delightful thing in the world.'

10. 'To do what, Mary?'

11. 'To eat good things, or to wear new clothes.'

12. 'But they cannot both be the most delightful. One of them must be more delightful than the other.'

13. 'Well, I said so before, mamma. You know I said that it was better to have new clothes, than to

eat good things, because the pleasure lasted longer. But when I am a woman, I will always have good things by me, to eat whenever I like, and new clothes to put on, whenever I wish for them; and then I shall always be happy.'

14. 'I hope long before that time, you will have found out things that will make you happy for a much longer time, than either of these will do.'

15. 'What are those things, mamma?'

16. 'I do not know that I could make you understand what they are, at present, my dear; but I hope it will not be very long before you find them out.'

17. They were now at home, and Mary's mamma was much delighted to find that a friend had arrived from the country, during her absence, who had come to pay her a visit; and had brought a little girl with her, who was about Mary's age. The two little girls, though they had never seen each other before, were soon acquainted.

ERRORS.

1. bunnet *for* bonnet; slection *for* selection. 5. instid *for* instead. 7. gorn *for* gone; exslent *for* excellent. 11. cloze *for* clothes. 12. mose delightful *for* most delightful. 16. understan *for* understand.

QUESTIONS.

What is the rule for Reading Questions?—for Reading Answers?

2. Does your voice rise or fall at *mamma*?
3. Does it rise, or fall at *dear* and *to-night*?
6. Does it rise, or fall at *Mary*?
10. Does it rise, or fall at *Mary*?
11. Does it rise, or fall at *clothes*?
15. Does it rise, or fall at *mamma*?

ex-cel-lent
de-light-ed
shab-by
se-lec-tion
ac-quaint-ed
ar-ri-ved

girl
dur-ing
ab-sence
coun-try
mam-ma
friend

ei-ther
de-ri-ved
seem-ed
in-stead
wear-ing
say-ing

LESSON XIX.

RULE. Avoid giving the short sound to the letter *u* in words that end in *ure*. Many persons pronounce *pleasure*, *measure*, *creature*, *censure*, as if they were written *pleasur*, *measur*, *creatur*, *censur*; but this is a great error.

THE NEW BONNET—*concluded*.

1. ANNA, for so the little stranger was called, was very much amused with the many new things that she saw in the city; for she had never before been in so large a town. Very early in the evening, however, she had tired herself so much with looking at new objects, and walking about, that she begged to go to bed, almost the moment supper was over; and Mary's mamma proposed that she should go also; but Mary begged very hard to be permitted to sit up, till her new bonnet came home, which she wished very much to see, after it was finished: and as it was much earlier than her usual hour of going to bed, her mother consented.

2. The bonnet was so long in arriving, that Mary almost began to think it was not coming at all, that night; and her eyelids became so stiff, that she was afraid if it did come, she should not be able to see it. But at length a ring was heard at the door-bell, and

immediately after, a bandbox was handed into the room, containing the much wished-for bonnet.

3. It was taken out,—viewed with great satisfaction, and pronounced by all, to be exceedingly pretty. Mary was now satisfied that she should have it to wear the next morning to church,—and went to bed, anticipating the pleasure that awaited her. In the morning, when they all assembled in the breakfast room, Mary's mamma observed that little Anna's eyes were red and swollen, as if she had been crying very much; and, afraid lest something serious had happened, she inquired anxiously what was the matter.

4. 'I am almost ashamed to tell,' answered Anna's mother; 'for I am afraid you will think her a very naughty little girl, when you hear that she has been crying because she cannot go to church with us this morning.'

5. 'But why can she not go?' asked Mary's mother.

6. 'Because,' replied her friend, 'we had the misfortune to lose her hat, while in the steamboat yesterday. It happened to be untied, and it was blown off, and carried down the stream before it could be caught hold of. I am sorry she cannot go; but she must learn to bear disappointments better.'

7. Anna's eyes again filled with tears; and, as Mary looked at her, she felt very sorry for her; and going to her mamma, she whispered softly into her ear and said, 'Mamma, do you not think my new bonnet would fit her?'

8. 'Yes, my dear; I have no doubt it would.'

9. 'Then may she not wear it, mamma?'

10. 'Certainly, my love, if you choose to lend it to her.'

11. Mary ran out of the room immediately; and returning in a very few minutes, she said, holding out her new bonnet as she spoke;—'Look, Anna, here is a bonnet, that you can wear; I can spare it very well, for I have two. So you see you can go to church, after all.'

12. 'I hardly know whether Anna deserves to be indulged so far,' said her mother, 'after behaving so ill.'

13. But Mary and her mamma both begged for her; and her mother at last consented. The little girls were soon dressed; Anna with the new bonnet, and Mary with the old one, and they set out, both very happy.

14. As they went along the street, Mary's mother heard two rude girls, that passed them, say, 'Look, what a shabby hat one of those little girls has on; and what an elegant one the other has. I guess that one next the wall must feel pretty much ashamed of that hat of hers. I know I would not go out with such a one.'

15. Mary's mother watched her little daughter's countenance, to see how she looked when these remarks were made; but though she saw that Mary heard them, she saw also that she did not care for them; she went on speaking to Anna about the Arcade, which they were just passing, and telling her what a treat she would have in going to see the beautiful Museum, that was in it; which her mamma said was a place that would do honor to any city in the world.

16. When they returned home, Mary's mamma called her little girl to her, the first time they were alone, and said—'Mary, did you hear what those girls said when they passed you this morning?'

17. 'Yes, mamma.'

18. 'And yet, I think you did not seem to care for being told that you had a shabby hat on.'

19. 'No, mamma, I did not care for it a bit.'

20. 'How did that happen, when you think it one of the most delightful things in the world to have handsome clothes?'

21. 'Because, mamma, I was so happy to think that I had given Anna so much pleasure.'

22. 'And does that thought still make you feel happy?'

23. 'Yes, mamma, very happy!'

24. 'Do you think it will make you feel so to-morrow, too?'

25. 'Yes, I am sure it will, to-morrow, and to-morrow, and to-morrow. I know it will make me feel happy, whenever I think of it; because it gave Anna pleasure, and because I saw that you thought I had done right.'

26. 'Do you think it would have given you as much pleasure to wear the new bonnet yourself?'

27. 'No, I am sure it would not; because now that I am come home again, the pleasure of my new hat would have been all over; but I am still happy to think I have behaved good-naturedly to Anna, and that you are pleased with me.'

28. 'Then you see, my dear little girl,' said her mother, kissing her affectionately; 'you have already found out some of the things, that will make you

much happier, than either sweet cake or ~~fine~~ clothes.'

ERRORS.

1. mused *for* amused; useyal *for* usual. 2. bunnet *for* bonnet; she sh'd *for* she should. 3. plezhur *for* pleasure. 6. yisterday *for* yesterday. 22. dooz *for* does. 28. aready *for* already.

QUESTIONS.

What is the Rule? Pronounce ~~we~~ distinctly in these words, viz., pleasure, measure, exposure, erasure, composure, displeasure, nature, feature, creature, pressure, fissure, closure, censure, ligature, legislature, imposture, departure, seizure.

How do you read viz.?

5. Does the voice rise, or fall at *go*?
8. Does it rise, or fall at *would*?
9. Does it rise, or fall at *mamma*?
10. Does it rise, or fall at *her*?
16. Does it rise, or fall at *morning*?
17. Does it rise, or fall at *mamma*?
22. Does it rise, or fall at *happy*?
23. Does it rise, or fall at *happy*?

pro-pos-ed	ar-cade	un-ti-ed
con-duct-ed	shab-by	naugh-ty
per-mit-ted	be-ha-ving	an-ti-ci-pa-ting
a-wait-ed	af-fec-tion-ate-ly	sat-is-fi-ed
ap-point-ments	when-ev-er	ex-ceed-ing-ly
re-turn-ed	as-sem-bled	dis-ap-point-ments

LESSON XX.

RULE. Carefully avoid pronouncing *aw* like *awr*, or like *or*. Many persons say *lawr*, *pawr*, *flawr*, *sawr*, for *law*, *paw*, *flaw*, *saw*.

CAROLINE AND EDWARD.

1. CAROLINE PERCY was a pretty little girl, and uncommonly amiable. Her young acquaintances

thought her one of the happiest girls in all the world, and so indeed she was. She had a plenty of story books and playthings, and of every such thing that was proper for her. And, more than all these, she had kind parents, who loved their little girl, and sought to do everything for her good, and her happiness.

2. But one thing was wanting, for which Caroline would gladly have exchanged her dolls and all the rest of her fine playthings. She was an only child; and when she saw her companions with their little brothers and sisters, she would wish that she too had brothers and sisters, and would think how she should love to help take care of them—to play with them, and share all her good things with them.

3. Children who think it a hard task to take care of those who are younger than themselves, and play with them, and give up to them, can perhaps hardly imagine how much Caroline wished that she had a little brother or sister.

4. When she was about seven years old, her wish was gratified; she had a little brother born. He was called Edward, and was a very lovely babe.

5. To be permitted to hold the little stranger—to sit by his cradle, or in any way to assist in taking care of him, seemed to make Caroline perfectly happy; and she applied herself with more diligence than ever before, to learning all her lessons, that she might know how to teach her dear little brother, when he should be old enough to learn.

6. As soon as Edward was able to notice any one, it was Caroline. He would follow her with his eyes, and stretch out his little hands to her; and

when he began to speak, would call after her continually ; and he even seemed to mourn for her when she was absent.

7. Caroline continued to feel that she could not do too much for her brother ; and it gave great happiness to their parents to see their children so much attached to each other.

8. Edward was a fine active child, and could now talk and run about. It was pleasant to see how carefully Caroline watched over him, as he went about the house, or when they played together in the yard or garden. This kind of pleasure, however, was not to last long.

9. When Edward was about fifteen months old, he had the hooping-cough very badly, so badly, indeed, that it was feared that he would never be well.

10. He was but just recovering from his cough, when he was attacked with the measles, and became so ill, that every one thought he must certainly die. He suffered a great deal ; and it was very uncommon to see so young a child suffer so patiently.

11. Caroline's distress was very great ; she could not bear to leave the room of her dear sick brother a moment. But her mother told her, that it troubled Edward to see her cry and appear so distressed ; and besides this, her mother taught her, that the Lord does not permit any sickness or pain, but for some good purpose ; and that we ought not to repine at what He does, because He always does what is right.

12. Caroline endeavored to be composed, and tried to do all the good she could to her dear little brother. Edward would look after her when she moved from

his bed, would sometimes hold out his little hand, and faintly say, 'Taroline—titter Taroline.'

13. After some weeks, to the astonishment of everybody, the little one seemed to be slowly recovering; and before many days, his beautiful black eyes again beamed brightly as he looked at his sister, and in a firmer, livelier tone, called 'Taroline! Taroline!'

14. It was in the spring of the year, and the country began to look beautifully. Caroline felt very desirous that her brother should regain his strength, and be able to run about with her, and enjoy the fine weather; but poor little Edward seemed entirely to have forgotten how to walk.

15. His parents, and the physician who attended him, thought he would learn to run about again as his health and strength returned. But, although he soon appeared to be entirely well, grew fleshy, and by his playful, engaging behavior, charmed the whole family, yet he still seemed to have no power to walk,—he could not move one step.

16. His parents became exceedingly uneasy, and took him to the most experienced and celebrated physicians. Everything that could be thought of was tried, but all in vain. This lovely, interesting boy, remained a cripple.

17. Very severely was this affliction felt by his parents, but they endeavored to submit cheerfully to the dispensations of Him who ordereth all things right, and to teach their children to do so likewise.

ERRORS.

1. sort *for* sought. 2. sawr *or* sor *for* saw. 3. chil-
durn *for* children; p'haps *for* perhaps; magine *for* im-

agine. 5. learnin *or* larnin *for* learning; perfectly *for* perfectly. 10. cert'nly *for* certainly; gra deal *for* great deal. 12. cumposed *for* composed. 14. beautify *for* beautifully. 17. cheerfly *for* cheerfully.

QUESTIONS.

How should you pronounce *law, saw, dam, draw, straw, sham, ham, man, flav, paw, can, withdraw*? Children commonly pronounce such words *wrong*.

What do these abbreviations stand for,—*Ans.*; *A. C.*; *A. D.*; *Acct.*; *Æt.*; *Alt.*; *A. M.*; *Aug.*; *Sept.*; *Oct.*; *Nov.*; *Dec.*; *Jan.*; *Feb.*?

com-pan-ions	phy-si-cian	weath-er
no-tice	com-po-sed	mea-sles
re-cov-er-ing	un-ea-sy	cough
re-pine	cel-e-bra-ted	hoop-ing-cough
as-ton-ish-ment	or-der-eth	weeks
re-turn-ed	se-vere-ly	strength

LESSON XXI.

RULE. Sound the letter *r* distinctly.

Remark. There are a great many words in which children and most others, omit the sound of *r*, or sound it very indistinctly; and this fault renders their pronunciation very awkward and imperfect. Some of these words are the following: *harm, farm, alarm, disarm, form, dark, hark, spark, rarely, war, far, star, before, horse, part, depart, &c.* These are mispronounced, *hahm, fahm, alahm, paht, &c.*

CAROLINE AND EDWARD—*concluded.*

1. It was a long time before Caroline became in any degree reconciled to this event; but no one unacquainted with the facts, would have suspected from seeing Edward, that he was not in full possession of

all his faculties, and of all the happiness that heart could desire.

2. Indeed, it was the constant study of his parents and sister, to do everything to render his condition as comfortable and happy as possible; and, in return, they found him grateful, affectionate, and contented.

3. He very early discovered a great love of learning, and habits of industry and application, which nothing could discourage. He was exceedingly fond of music, drawing and painting; and when he was no more than eight years old, some of his pictures were very beautifully executed.

4. Caroline was very much occupied with her schools and various masters, but all her spare time was devoted to her brother. In her absence Edward would read to his mother when she sat at work, and endeavor to do all the little things in his power by way of assisting her.

5. When he was quite small, seeing his mother much hurried with sewing, he begged that he might be taught how to sew, so as to help her. His mother told him that he would not love it so well as his drawing and painting; but Edward persisted, and felt quite happy when hemming some handkerchiefs for his mother and sister.

6. He delighted to do anything for them. Seated in his arm-chair, with his writing-desk placed before him, he kept constantly employed; seldom for himself, but trying to do something for the dear friends who were so kind to him. And, surely, no one could help being kind to him—he was so humble, so modest, so kind, patient, and uncomplaining.

7. Mr. Percy had a chair fitted with wheels, for

Edward to go round the garden and pleasure-grounds. He could move it tolerably well, but he generally waited for Caroline to be at leisure to go with him in his walks, as he called them; and Caroline loved these walks with Edward better than all the gay parties to which she was frequently invited.

8. She would walk slowly by his side, sometimes assisting him a little, and sometimes picking fruit or flowers for him. At one time they would stop to admire the distant landscape, at another time to hold communion with each other which withdrew their thoughts from this world, and fixed them on a holier, happier state. Indeed this brother and sister seemed to be united by ties of uncommon tenderness; but they were to be separated for a while.

9. Edward's health had usually been very delicate. When he was twelve years old it seemed to be decidedly, though slowly, failing, and he frequently suffered much pain. His parents saw that he was declining, and spoke of it to Caroline; but the change was so gradual, and Edward continued so cheerful and uncomplaining, that she hoped they were mistaken.

10. By the utmost care and attention he continued in this way till he was nearly fifteen; at which time his complaints greatly increased, and it was soon evident that his earthly pilgrimage was drawing near its close.

11. The same peaceful, heavenly spirit which had pervaded his whole life, was now strikingly manifested, and was to his parents an unfailing source of comfort. He spoke to them calmly of his approaching change, and begged them not to grieve for him.

12. Then looking tenderly on Caroline, who seem-

ed entirely overwhelmed with grief, he faintly said—
‘The Lord gave, and the Lord taketh away: will not my beloved sister bless his holy name? Can you grieve, my sister, that I am to be released from this suffering state?’

13. ‘Think of me, Caroline, as free from my lameness, and all my pains. You have long mourned that I was lame and suffering; surely you will not mourn when I am well! Think, too, of our dear parents. You will be their greatest, and almost their only earthly comfort, when I am with my Heavenly Father. Bless the Lord, my beloved sister, and with your whole soul say, “Thy will be done.”’

14. Caroline had scarcely dared trust herself to look at her brother since she was sensible of his danger, but while he was thus speaking, her eyes were fixed on his face; and the radiant expression of hope, and happiness, and love which she there met, was never to be forgotten.

15. Edward lived but a very short time after this conversation. Lovely in death as in life—all who looked on him received the impression that his pure spirit was in perfect peace.

16. Edward’s parents and sister mourned not as those without hope. They loved to think of him, and to speak of him. Sometimes, indeed, as Caroline looked at the numerous things he had taken so much pleasure in doing for her, and saw the desk which had been so constantly before him, or the chair which he had so long and patiently occupied, the tear of natural affection and regret would rush to her eyes.

17. She would then think what a life of suffering her beloved brother had led and each sigh was

hushed, each tear was wiped away, as she said to herself, 'But he is now an angel of heaven.'

ERRORS.

1. befoh *for* before; Caholine *for* Caroline; ivent *for* event; facs *for* facts; haht *for* heart. 2. comfutuble *for* comfortable. 3. discovud *for* discovered; mo *for* more; picturs *for* pictures. 5. Edwud *for* Edward. 6. ahmed *for* armed; shuly *for* surely. 7. tolubly *for* tolerably; generly *or* ginerly *for* generally; pahties *for* parties. 8. seprated *for* separated. 9. suffud *for* suffered. 10. cah *for* care; neely *for* nearly; droring *for* drawing. 11. puva-ded *for* pervaded; cumfut *for* comfort. 12. tendully *for* tenderly; entiely *for* entirely; suffrin *for* suffering. 16. numrous *for* numerous; natral *for* natural.

QUESTIONS.

What is the Rule? Is this Rule often broken? *The scholar will find that there are more errors of this kind than of any other: and if this Lesson teaches him to avoid this fault, it will make his whole reading and conversation much better.*

rec-on-ci-led
dis-cour-age
oc-cu-pi-ed
as-sist-ing
land-scape
com-mu-nion

de-cli-ning
in-creas-ed
un-fail-ing
re-leas-ed
im-pres-sion
ra-di-ant

sen-si-ble
calm-ly
hush-ed
charm-ed
play-ful
de-si-rous

LESSON XXII.

RULE. In reading Poetry, be careful to avoid all *sing song*, and be sure to lay the greatest stress, i. e. the *emphasis*, upon the same words that you would if it were prose.

THE CHILD'S WISH IN JUNE.

1. **MOTHER**, mother, the winds are at play,
Prithee, let me be idle to-day;

Look, dear mother, the flowers all lie
Languidly, under the bright blue sky.

2. See, how slowly the streamlet glides ;
Look, how the violet roguishly hides ;
Even the butterfly rests on the rose,
And scarcely sips the sweets as he goes
- 3 Poor Tray is asleep in the noon-day sun,
And the flies go about him one by one ;
And pussy sits near with a sleepy grace,
Without ever thinking of washing her face.
4. There flies a bird to a neighboring tree,
But very lazily flieth he,
And he sits and twitters a gentle note,
That scarcely ruffles his little throat.
5. You bid me be busy, but, mother, hear
How the hum-drum grasshopper soundeth near ;
And the soft west wind is so light in its play,
It scarcely moves a leaf on the spray.
6. I wish, oh, I wish, I was yonder cloud,
That sails about with its misty shroud ;
Books and work I no more should see,
And I'd come and float, dear mother, o'er thee.

ERRORS.

1. wins *for* winds. 4. neighbring *or* neighbrin *for* neighboring. 5. win *for* wind ; soff *for* soft. 6. sroud *for* shroud.
-

QUESTIONS.

What Rule is given for reading Poetry ?

What does *i. e.* stand for ? What is the meaning of *emphasis* ?

1. Which is the emphatical word in the second line ?

2. What is the emphatical word in the first line ?

3. What two words are most emphatical in the first line?
ditto ditto in the fourth line?
6. The apostrophe is twice used in the fourth line. What letters are omitted?
-

M A R C H

1. THE stormy March is come at last,
With wind and cloud and changing skies,
I hear the rushing of the blast,
That through the snowy valley flies.
2. Ah, passing few are they who speak,
Wild, stormy month! in praise of thee;
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.
3. For thou to northern lands again
The glad and glorious sun dost bring;
And thou hast joined the gentle train
And wearest the gentle name of Spring.
4. And in thy reign of blast and storm,
Smiles many a long, bright, sunny day,
When the changed winds are soft and warm,
And heaven puts on the blue of May.
5. Then sing aloud the gushing rills
And the full springs, from frost set free;
That, brightly leaping down the hills,
Are just set out to meet the sea.
6. The year's departing beauty hides,
Of wintry storms the sullen threat;
But in thy sternest frown, abides
A look of kindly promise yet.
7. Thou bringest the hope of those calm skies
And that soft tone of sunny showers,
When the wide bloom, on earth that lies,
Seems of a brighter world than ours.

E R R O R S .

1. stawmy *for* stormy; Mahch *for* March; larst *for* last.
 2. yit *for* yet; wins *for* winds. 3. fur *for* for; nothern
for northern; jined *for* joined; lans *for* lands. 4. wen
for when; wawm *for* warm. 5. frum *for* from. 6. wen-
 try *for* wintry; stawms *for* storms.

QUESTIONS.

1. Which syllable is accented in *stormy*?—in *snowy*?
 6. How many syllables are there in *departing*? Which is ac-
 cented?

stream-let
 mist-y
 shroud
 glo-ri-ous
 de-part-ing
 leap-ing

glides
 sweets
 wash-ing
 twit-ters
 ruf-fles
 sound-eth

scarce-ly
 stern-est
 show-ers
 chang-ed
 join-ed
 beau-ty

LESSON XXIII.

RULE. Be careful to sound *o* and *ow* distinctly at the end of words and syllables.

Many persons pronounce *hollow*, *follow*, *potato*, and similar words, nearly as though they ended in *er*; thus, *hol-ler*, *foller*, *potater* or *tater*.

WHAT IS THAT, MOTHER?

1. **WHAT** is that, Mother?—

The lark, my child:

The morn has but just looked out, and smiled,
 When he starts from his humble grassy nest,
 And is up and away with the dew on his breast,
 And a hymn in his heart, to yon pure, bright sphere,
 To warble it out in his Maker's ear.
 Ever, my child, be thy morn's first lays,
 Tuned, like the lark's, to thy Maker's praise.

2. What is that, Mother?—

The dove, my son :

And that low, sweet voice, like a widow's moan
Is flowing out from her gentle breast,
Constant and pure by that lonely nest,
As the wave is poured from some crystal urn,
For her distant dear one's quick return.
Ever, my son, be thou like the dove,—
In friendship as faithful, as constant in love.

3. What is that, Mother?—

The eagle, boy :

Proudly careering his course of joy,
Firm on his own mountain vigor relying,
Breasting the dark storm, the red bolt defying ;
His wing on the wind, and his eye on the sun,
He swerves not a hair, but bears onward, right on.
Boy, may the eagle's flight ever be thine,
Onward and upward, true to the line.

4. What is that, Mother?—

The swan, my love :

He is floating down from his native grove,
No loved one now, no nestling nigh ;
He is floating down by himself to die :
Death darkens his eye, and unplumes his wings,
Yet the sweetest song is the last he sings.
Live so, my love, that when death shall come,
Swan-like and sweet, it may waft thee home

E R R O R S .

1. lahk *for* lark ; mawn *for* morn ; jist *for* just. 2. wid-
der *for* widow. 3. staum *for* storm ; onwud *and* upwud
for onward *and* upward. 4. dahkens *for* darkens ; larst
for last.

QUESTIONS.

What is the Rule? How should you pronounce *potato, tobacco, motto, fellow, mellow, willow, billow, hollow, wallow, follow, swallow, marrow, sparrow, harrow, widow, window, meadow, shadow, shallow?* Remember to give the true sound to all similar words.

Does the voice rise, or fall, at the end of the first line of each of these verses?

What is a *line*? What is a *verse*? What is *poetry*? What is *prose*?

THE BUCKET.

1. How dear to this heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep tangled wild wood,
And every loved spot which my infancy knew;
The wide spreading pond, and the mill which stood by it,
The bridge, and the rock where the cataract fell;
The cot of my father, the dairy house nigh it,
And e'en the rude bucket which hung in the well!
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket, which hung in the well.
2. That moss-covered vessel I hail as a treasure;
For often, at noon, when returned from the field,
I found it the source of an exquisite pleasure,
The purest and sweetest that nature can yield.
How ardent I seized it, with hands that were glowing,
And quick to the white pebbled bottom it fell;
Then soon, with the emblem of truth overflowing,
And dripping with coolness, it rose from the well:
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket arose from the well.
3. How sweet from the green mossy brim to receive it,
As poised on the curb it inclined to my lips!
Not a full blushing goblet could tempt me to leave it,
Though filled with the nectar that Jupiter sips.
And now, far removed from the loved situation,
The tear of regret will intrusively swell,
As fancy reverts to my father's plantation,
And sighs for the bucket which hangs in the well;
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket, which hangs in his well.

E R R O R S .

1. ochud *for* orchard ; medder *for* meadow ; catract *for* cataract ; covud *for* covered. 2. treasur *for* treasure ; pleasur *for* pleasure ; ahdent *for* ardent. 3. rigret *for* regret.

QUESTIONS.

What is an *abbreviation*? Give the meaning of *B.*; *Bart.*; *bbl.*; *B. C.*; *B. D.*; *B. L.*; *C.* or *cent.*; *Capt.*; *C. C. P.*; *Ch.* or *chap.*; *Chron.*; *Co.*; *Col.*; *Com.*; *Com.*; *Conn.* or *Ct.*; *Const.*

con-stant

gen-tle

swerves

pois-ed

in-tru-sive-ly

plan-ta-tion

blush-ing

gob-let

buck-et

sit-u-a-tion

moss-y

mead-ow

oak-en

peb-bled

drip-ping

ex-qui-site

rec-ol-lec-tion

in-fan-cy

LESSON XXIV.

RULE. Both Poetry and Prose that relate to religious subjects, should be read more slowly, distinctly, and seriously, than what relates to other subjects.

' I AM THE WAY, AND THE TRUTH, AND THE LIFE.'

1. Thou art the Way,—and he who sighs,
 Amid this starless waste of wo,
 To find a path-way to the skies,
 A light from heaven's eternal glow,
 By Thee must come, Thou Gate of love,
 Through which the saints undoubting tread,
 Till faith discovers, like the dove,
 An ark, a resting place in God.
2. Thou art the Truth—whose steady day
 Shines on through earthly blight and bloom,
 The pure, the everlasting Ray,
 The Lamp that shines even in the tomb;

The Light that out of darkness springs.
 And guideth those that blindly go ;
 The Word, whose precious radiance flings
 Its lustre upon all below.

3. Thou art the Life—the blessed Well,
 With living waters gushing o'er,
 Which those who drink, shall ever dwell
 Where sin and thirst are known no more.
 Thou art the mystic Pillar given,
 Our Lamp by night, our Light by day :
 Thou art the sacred Bread from heaven ;—
 Thou art the Life—the Truth—the Way.

E R R O R S .

1. *sainse for saints ; etern'l for eternal.* 2. *blinely for*
blindly ; evullasting for everlasting. 3. *thust for thirst.*

QUESTIONS.

What is the Rule ? Should this piece of poetry be read slowly,
 distinctly, and seriously ?

1. What pause is after *Way*, in the first line ?
 2. What pause is after *tomb* ? What word rhymes with *tomb* ?
 What rhymes with *springs* ?
 3. What rhymes with *given* ? Does that make a perfect rhyme ?

'SEEK YE THE LORD.'

1. SEEK ye the Lord : to Him draw nigh,
 He listens to each humble cry :
 His presence, truth and love impart,
 To every lowly contrite heart.
2. Seek ye the Lord :—He gives thee power
 To do His will in every hour.
 He bids each stormy trial cease, .
 And soothes the sorrowing heart to peace.
3. Seek ye the Lord at every age,
 From childhood's dawn to life's last stage :

Give Him thy heart;—thy youthful days—
Thy morning song—thy evening praise.

4. So shall His love support thee still ;
Shall shield thee safe from every ill ;
Shall guide thee through life's thorny way,
And lead thee to eternal day.

ERRORS.

1. dror *or* drawr *for* draw ; impaht *for* impart. 2. stawmy *for* stormy. 3. frum *for* from ; mawnin *for* morning. 4. shel *for* shall ; thawny *for* thorny.

QUESTIONS.

When each line of a Hymn has *eight syllables*, it is *Long Metre* ; when the first line and third line of a verse have *eight syllables*, and the other two lines have *six syllables* in each, it is *Common Metre* ; when the third line of a verse has *eight syllables*, and each of the other lines has *six syllables*, it is *Short Metre*. There are several other kinds of verses ; and they are generally called *Particular Measures*. In what Metre are the two Hymns in this Lesson ? In what Metre is the Hymn that begins, 'How doth the little busy bee ?'

un-doubt-ing
ra-di-ance
mys-tic
con-trite
soothes
shield

earth-ly
gui-deth
lus-tre
thirst
dis-cov-ers
pre-cious

thorn-y
sor-row-ing
child-hood
e-ter-nal
youth-ful
sup-port

LESSON XXV.

RULE. In many words the letter *h* is omitted where it should be sounded distinctly ; and great caution must be used to avoid this fault.

Examples—*harm, heel, head, home, hot, horse, who*, are pronounced improperly *arm, eel, ead, ome. ot, orse, oo.*

FOREST TREES.

1. THOSE persons who have seen only the trees which grow in New England and in the other States that border the Atlantic Ocean, would be greatly surprised if they should travel through the Mississippi Valley. The full-grown trees of the Eastern States will measure from a foot and a half to three feet in diameter. It is quite uncommon to find any, except the elm, that grow much larger; and only a few elms are so much as four feet in diameter, except very near the ground.

2. The forest trees of the Eastern States are not commonly more than seventy feet in height. A few rise to eighty or ninety feet, and some pines a little more than a hundred. Generally, however, large pine trees are not more than eighty-five feet high, and large maples and oaks are not more than seventy.

3. In the Western States it is not uncommon to see the oak, the lime, the poplar, the cotton wood, and several other kinds, growing as high as one hundred and twenty feet, and four feet in diameter. Sometimes the oak is more than five feet in diameter, the poplar eight feet, and the cotton wood nine. The sycamore also grows very large, but is not so tall as many other trees. If you were to live for a year or two where these forests grow, and then return to New England, all the trees would seem like shrubs.

4. In the Oregon country, which lies in the western part of the United States, on the shores of the Pacific Ocean, the trees are even much larger than those of the Western States. Lewis and Clarke, who travelled in that country, have given us a very interesting

account of it; and others who have visited it, agree with them as to the size and beauty of the trees.

5. They say that one kind of the pine in that country, is commonly twenty-seven feet in circumference, and two hundred and thirty feet high. They measured one that was forty-two feet in circumference, and not less than three hundred feet in height. The diameter of a tree is about one third as great as its circumference; so you can tell what was the diameter of this tree.

6. The cotton wood, the fir, the spruce, and several other kinds, are frequently eight feet in diameter, and sometimes more than twelve feet; and their height is from one hundred to two hundred feet. Lewis and Clarke measured a spruce that had fallen down, and found it to be three hundred and eighteen feet in length.

7. Almost every tree that grows in the Eastern States, grows also in Oregon, and is very much larger and taller. The black alder, for example, is seldom more than six inches in diameter on the coast of the Atlantic; but in Oregon it is three or four feet in diameter, and is sixty or seventy feet high.

8. In general, the wood is harder in the Oregon country, than in the Eastern States; and it makes stronger timber for ships, houses, and all other purposes. The climate is so mild in that region, that when it is settled, one large tree may supply fuel enough to last a family more than a year.

ERRORS.

1. *oo* for *who*; *av* for *have*; *wich* for *which*. 2. *underd* for *hundred*; *igh* for *high*. 3. *were* for *where*;

shrubs *for* shrubs. 5. wat *for* what. 8. ouses *for* houses; wen *for* when.

QUESTIONS.

What is the Rule? Give some examples. Are the trees taller and larger in New England than in the Mississippi Valley? How tall are some in the Oregon Territory? When you know the diameter of a tree, how can you find the circumference? When you know the circumference, how can you find the diameter?

LESSON XXVI.

RULE. Be careful to give the diphthongs *oi* and *oy* their distinct and full sound.

Examples. Oil, soil, toil, spoil, foil, broil, joist, hoist, moist, are often mispronounced, ile, sile, &c., and boy, joy, employ, are called bai, jai, emplai. This error is very common.

POLITENESS AND FRIENDSHIP.

1. ONE Saturday afternoon when William had no school, he had leave to go and visit one of his play-fellows, whom he had not seen for several weeks. The name of this boy was Albert, and he was thought to be one of the most generous and well-behaved boys in the town where he lived. He was at leisure to play with William, and was careful to bring all his choicest books and playthings to amuse him.

2. Albert was willing to give William the best of everything that he had; and he was always just so generous and polite to all who came to see him. In order that he might please his visiters, he would even hide away the good things which he received, until they came.

3. When it was nearly time for William to go home, Albert's mother brought some nuts and fruit, and placed them upon the table for the boys to eat. Albert very carefully selected the best for William, and ate the meanest himself. This was noticed by his mother, and she remembered it.

4. After William had gone, Albert began to play with his brothers and sisters. Instead of allowing them the best of everything, and doing all he could to please them, he continued to turn them off with the meanest, and was very fretful when they did not try to do everything as he wished. So it was when they had their supper: he took the largest piece of cake, and was very fearful lest his sister should take more berries than he did.

5. When they came and sat down by their mother in the evening, she asked Albert why he treated his visitors so differently from what he did his brothers and sisters. She inquired whether he loved William better than he did them.

6. 'No, mother,' said Albert; 'I do not love William nor my other school-fellows so well as I do my brothers and sisters; but it would not be polite to treat visitors as we treat those of our own family.'

7. 'Ought you,' said his mother, 'to treat your visitors well, for the sake of being *polite*, or because you feel friendly towards them, and love to do them good, and make them happy?'

8. 'I suppose,' said Albert, 'that the reason why I am polite to them, is because I feel friendly and wish to make them happy. Politeness would be merely selfish, if it did not proceed from friendship towards them; and I suppose it would not be right

to treat them well merely for the sake of having them think me polite and generous.'

9. 'What you say is certainly right,' said his mother: 'but why then is it, that you treat your school-fellows so much better than your brothers and sisters? I noticed that you treated William in all respects better than you did yourself; and so you treat all that come to see you. You are very careful to speak kindly to them, and to give them the best, and to do all you can to make them happy; but you speak unkindly to your brothers and sisters, and take the best from them, and seem to expect them to do everything to please you.'

10. Albert saw that all this was true, and he began to suspect that he treated his visitors well, more to have them think well of him, than because he felt any real friendship for them. His mother also told him, that it was a sad thing, if he had not friendship enough for those of their own family, to make him treat them as well as politeness would make him treat others.

11. All the children needed this conversation, for the rest were somewhat guilty of the same fault. They all remembered what had been said, and learned to think more of being *friendly* than of being merely *polite*; and were ever afterward more careful than they had been to treat each other as well from *friendship*, as they treated visitors from *politeness*.

ERRORS.

1. sevrall *for* several; Albut *for* Albert; im *for* him.
2. odder *for* order; is *for* his; wich *for* which. 3. bais *or* bies *for* boys; bess *for* best. 4. instid *for* instead,

piece-er cake *for* piece of cake. 5. wy *for* why; wether *for* whether. 6. brothuz and sistuz *for* brothers and sisters; pulite *for* polite. 11. kerful *or* cafful *for* careful.

QUESTIONS.

What is the Rule before this Lesson?

What does the abbreviation *N. B.* denote? *Cr.?* *cut.?* *\$?* *d.?* *D. D.?* *E.?* *e. g.?* *Esq.?* *etc.?* *Gov.?* *hhd.?* *i. e.?* *Jr.?* *lat.?* *lb.?* *£?* *Lieut.?* *LL. D.?*

gen-er-ous
se-lect-ed
in-qui-red
po-lite-ness
friend-ship
be-ha-ved

re-ceiv-ed
mere-ly
mean-est
wheth-er
al-low-ing
e-nough

broth-ers
sis-ters
ta-ble
fruit
brought
should

LESSON XXVII.

RULE. In sounding the diphthong *ou* or *ow*, be careful to give it the full sound and full tone, as in *hour*, *power*.

Remark. There is a very vulgar, flat sound given to this diphthong, which the teacher will be so good as to point out to his pupils, for it cannot be so denoted by letters, that they will understand it. If the teacher will take the word *cow* for an example, and begin the sound with *cà* (sounding the *à* as in *càre*, *bàre*) and end it with *ou* he will have the real error very nearly. Thus, *càou*, *hàou*, *àout*.

PERSONS OF DIFFERENT OPINIONS AND HABITS.

1. THE Lord reveals some truth to all men, and bestows a great many blessings, of many kinds, upon all men. Every one is required to use all the truth that he has, in doing right: and those who have most truth, should do most good.

2. But the Lord leaves men free, to believe the

truth and use it in doing good, or to disbelieve it and use it in doing evil. Those who live as the Lord teaches them to live, are made, happy ; those who live contrary to his truth, are made miserable.

3. If we meet one who does not understand and believe what we do, or who does not try to live as we think is right, we should carefully consider which is wrong, whether he or ourselves. If we are wrong, we should reform, and be thankful that he helped us to see our error. If we have good reason to think that he is wrong, we should very kindly endeavor to show him his fault.

4. It is not right for us to feel unkindly towards those who think wrong or act wrong. The Lord is kind to the unthankful and the evil ; and He desires that they should believe the truth, and love it, and do it. We also should desire the same ; and should do all we can, to show them how to believe right, and to do right. But if we cannot do them any good, we must still avoid all unkind thoughts and feelings, words, and actions.

5. If you see a man going the wrong way, you may do, and you ought to do all you can, to show him the right way, and to persuade him to go in it ; but you must not try to compel him, nor call him hard names, and treat him harshly, if he persists in going wrong. Whether he goes wrong or not, you will certainly be in the wrong, if you treat him unkindly.

6. Two men came from the west, and designed to go to Boston ; and after travelling a great while, they met at Cambridge. There are several roads that go

from Cambridge to Boston, and they are all pretty direct.

7. These men explained to each other their intention of going to the city; and after taking a glass of water and resting a short time at the tavern, they started on their way. When they came where the road divides, one said they must keep to the right hand, and the other said they must go straight forward; and so they stopped to reason about it.

8. Each was confident that his opinion was right, and was loud and positive in calling the other wrong. The more they talked, the more zealous they became; and their zeal presently turned into anger, and their words into blows. They would fight a little while, and then stop, that each might ask the other whether he was not convinced. Then they would fight again, and then stop to rest.

9. Night came upon them while they were quarrelling, and they were ignorant that the sun had gone down. It was a dark and stormy night, and they could see neither one road nor another. They parted, however, each feeling sure that he was right.

10. They wandered about till morning, and then one was found on the way to Lower Canada, and the other to Lake Erie. They were still confident that they were on the direct road to Boston; and had become less willing than before to be told the right way. I suppose they are still travelling for the same purpose, and that each is continually growing more obstinate in his opinion, that his own way is the right way.

E R R O R S .

1. evry *for* every. 2. contry *for* contrary. 3. wether *or* whaether *for* whether ; refaum *for* reform. 5. persiss *for* persists ; hashly *for* harshly. 6. travlin *for* travelling. 8. upinion *for* opinion ; pres'nly *for* presently. 9. staumy *for* stormy. 10. willin *for* willing.

Q U E S T I O N S .

What error is to be avoided in sounding *ou* and *ow* ? What is the awkward and vulgar way of pronouncing *found, sound, sour, our, out, about, loud, round, scout* ? What is the correct way of pronouncing the same words.

be-stow
re-qui-red
com-pel
per-sist
con-fi-dent
con-vin-ced

wan-der-ed
di-vides
ob-sti-nate
zeal-ous
pres-ent-ly
harsh-ly

straight
stop-ped
pos-i-tive
sev-er-al
help-ed
bless-ings

L E S S O N X X V I I I .

RULE. In reading humorous pieces, i. e. such as excite laughter and merriment, the reader must not laugh at all. He should read to make others laugh, but not laugh himself. If those who listen, laugh so much as to prevent their hearing, the reader may pause till they suspend their laughter, and then proceed.

THE TRAVELLING MUSICIANS.

1. AN honest farmer had an ass, that had been a faithful servant to him for many years, but was now growing old, and more unfit to work ; his master, therefore, was tired of keeping him, and began to think of rewarding his services by putting him to death.

2. The ass, who saw that some mischief was in the wind, took himself off slyly, and began his journey towards Bremen, for there, thought he, I may chance to be chosen town musician.

3. After he had travelled a little way, he saw a dog panting by the road-side. 'What is the matter with you?' said the ass. 'Alas!' replied the dog, 'my master was going to knock me on the head, because I am grown too old to be useful to him; so I ran away, but what can I do to earn my bread?'

4. 'Hark ye,' said the ass; 'I am going to Bremen, to turn musician; suppose you go with me.' The dog said he was willing, and they both went on together.

5. They had not gone far, when they saw a cat in the middle of the road, and making a most mournful face. 'Pray, my good lady,' said the ass, 'what is the matter with you? you look quite out of spirits.'

6. 'How can I be in good spirits when my life is in danger? Because I am growing old, and would rather lie still than run about the house after the mice, my mistress was going to kill me, if I had not been lucky enough to escape; but I do not know what to live upon.'

7. 'Oh,' said the ass, 'by all means come with us to Bremen; you are a very good singer; in that way we may make our fortune.' The cat was pleased with this thought, and joined the party.

8. Soon afterwards, as they were passing by a farm-yard, they saw a cock perched upon a gate, and screaming with all his might. 'Bravo!' said the ass; 'upon my word you make noise enough; pray what is all this about?'

9. 'Why,' said the cock, 'I was just saying that

we should have fine weather for our washing day; and yet my mistress the cook don't thank me for it, but threatens to cut my head off, to make broth for the guests that are coming on Sunday.'

10. 'Oh fie!' said the ass; 'come with us, master chanticleer; it will be better than staying here to have your head cut off: besides, if we sing in tune, who knows but we may get up a concert: so come along with us.' 'With all my heart,' said the cock.

11. They could not reach the town the first day; so when night came, they went into a wood to sleep. The ass and the dog laid themselves down under a shady tree; the cat climbed up into the branches; the cock, thinking the higher he got the safer he should be, flew up to the top; and, according to his custom, before going to sleep, he looked out on all sides of him.

12. In doing this he saw a light, and called out to his companions, and said there must be a house at no great distance off, for he could see a light. 'If that be the case,' said the ass, 'we had better change our quarters, for our lodging is not the best in the world.'

13. 'Besides,' said the dog, 'I should not be the worse for a bone or two:' so they walked on to where chanticleer had seen the light. As they drew near, it became brighter, till they came close to the house, where a gang of robbers lived.

ERRORS.

1. rewauding *for* rewarding; puttin *for* putting. 3. goin *for* going. 4. tuggether *for* together. 6. ruther *for* rather. 7. jined *for* joined; pahty *for* party. 9. gueses *for* guests. 11. fust *for* first. 12. quawters *for* quarters.

MS. / MSB. /

press
bright-er
sub-bers
dunk-ers
long-ing
where

... are reading or
... beginning that
... of you.
... are reading or
... the measure
... their road

... marched up
... said

... I see a

... That will
... Yes,

... they should get
... the ass
... with his
... the

ass's back ; the cat scrambled upon the dog's shoulders ; the cock flew up, and stood upon the cat's head.

4. When all was ready, a signal was given, and they began their music. The ass brayed, the dog barked, the cat squalled, the cock crowed ; and they all broke through the window at once, and came tumbling into the room, among the broken glass, with a terrible clatter.

5. The robbers, who had been not a little frightened at the opening concert, had now no doubt that some horrible hobgoblin had broken in upon them, and scampered away as fast as they could.

6. The coast once cleared, our travellers sat down, and despatched what the robbers had left, with as much eagerness as if they expected not to eat again for a month.

7. As soon as they had satisfied themselves, they put out the lights, and each one sought out a resting place : the donkey laid himself down on some straw in the yard, the dog stretched himself on a mat behind the door, the cat rolled herself on the hearth by the warm ashes, and the cock perched himself upon a beam on the top of the house ; and as they were all very tired, they soon fell asleep.

8. About midnight, when the robbers saw from a distance that the lights were put out, they began to think they had been in too great a hurry to run away. So one of them, that was bolder than the rest, went to see what was going on.

9. Finding that all was very still, he marched into the kitchen, and groped about till he found a match in order to light a candle ; and then espying the glittering eyes of the cat, he mistook them for

live coals, and held the match to light it. The cat not liking this joke, sprung at his face, spit at and scratched him.

10. This frightened him dreadfully, and away he ran to the back door; but the dog jumped up, yelped at him, and bit his leg; the donkey, only half awake, roused up when he was crossing the yard, grunted out a dismal bray, and kicked him; and the cock clapped his wings and crowed with all his might.

11. At this the robber, hardly knowing whether he was alive or dead, ran with speed to his companions, and told the captain that a horned witch had got into the house, and spit at him, and scratched him with her long and bony fingers; that a man had hid himself behind the door, and yelled at him, and stabbed him in the leg; that a black monster stood in the yard and roared a most frightful sound, and struck him with a club; and that another sat upon the top of the house and screamed out, 'throw him up here.'

12. After this the robbers never dared go back to the house; but the musicians were so well pleased with their quarters, that they took up their abode; and there they probably may be found to this very day.

ERRORS.

1. winder *for* window. 5. robbuz *for* robbers. 6. trav'lers *for* travellers. 7. wawm *for* warm.

QUESTIONS.

What is the Rule?

What does *p.* stand for? *pp.*? *per cent.*? *P.M.*? *P.O.*? *Pres.*? *P.S.*? *gr.*? *Qu.* or *Qy.*? *Recd.*? *S.*? *s.*? *S.E.*? *Sec.*? *Sen.*? *Scrut.*? *S.J.C.*? *St.*? *S.T.D.*? *S.T.P.*? *ss.*? *S.W.*? *ult.*? *U.S.*? *V.* or *Vide*? *v.* or *ver.*? *viz.*? *W.*? *wt.*? *yd.*? *&?* *&c.*?

con-sult-ed
mid-night
es-py-ing
dis-mal
fright-ful
ter-ri-ble

ea-ger-ness
scream-ed
stab-bed
stretch-ed
kitch-en
jump-ed

prob-a-bly
yell-ed
scam-per-ed
perch-ed
des-patch-ed
glit-ter-ing

LESSON XXX.

RULE. Words or syllables ending with *lm*, *rm*, or *sm*, must not be pronounced as though the letter *u* stood before the *m*.

Many persons say *filum*, *elum*, for *film*, *elm*; *alarum*, *arum*, for *alarm*, *arm*; and *criticisum*, *chasum*, for *criticism*, *chasm*.

SCENE AFTER A SUMMER SHOWER.

1. THE rain is o'er. How dense and bright
Yon pearly clouds reposing lie!
Cloud above cloud, a glorious sight,
Contrasting with the dark blue sky!
2. In grateful silence, earth receives
The general blessing; fresh and fair
Each flower expands its little leaves,
As glad the common joy to share.
3. The softened sunbeams pour around
A fairy light, uncertain, pale;
The wind flows cool: the scented ground
Is breathing odors on the gale.
4. Mid yon rich clouds' voluptuous pile,
Methinks some spirit of the air
Might rest, to gaze below awhile,
Then turn to bathe and revel there.
5. The sun breaks forth; from off the scene
Its floating veil of mist is flung;
And all the wilderness of green
With trembling drops of light is hung.

6. Now gaze on Nature—yet the same—
 Glowing with life, by breezes fanned,
 Luxuriant, lovely, as she came,
 Fresh in her youth, from God's own hand.
7. Hear the rich music of that voice,
 Which sounds from all below, above;
 She calls her children to rejoice,
 And round them throws her arms of love.

ERRORS.

1. *gloris* for glorious. 2. *ginal* for general. 4.
voluptyus for voluptuous; *sperit* for spirit; *rev'l* for
 revel. 7. *souns* for sounds.

QUESTIONS.

How are *chasm*, *spasm*, *witticism*, *helm*, *whelm*, *overwhelm*, *harm*,
disarm, and *elm*, mis-pronounced? How should they be pro-
 nounced?

What is the Rule over Lesson 20?—over Lesson 21?—over Les-
 son 22?—over Lesson 23?

In what metre is this poetry?

THE SKY-LARK.

1. THE Sky-Lark, when the dews of morn
 Hang tremulous on flower and thorn,
 And violets round his nest exhale
 Their fragrance on the early gale,
 To the first sunbeam spreads his wings,
 Buoyant with joy, and soars, and sings.
2. He rests not on the leafy spray,
 To warble his exulting lay,
 But high above the morning cloud
 Mounts in triumphant freedom proud,
 And swells, when nearest to the sky,
 His sweetest notes of ecstasy.
3. Thus, my Creator! thus the more
 My spirit's wing to Thee can soar,

The more she triumphs to behold
 Thy love in all Thy works unfold,
 And bids her hymns of rapture be
 Most glad, when rising most to Thee

 ERRORS.

1. vilet *for* violet; fust *for* first. 2. vess *for* rests;
 mounce *for* mounts. 3. rapter *for* rapture; mose *for* most.

 QUESTIONS.

What Rule is over Lesson 24?—Over Lesson 25?

1. What mark joins *Sky-Lark*?
 3. What mark is after *Creator*?

re-po-sing
 con-trast-ing
 un-cer-tain
 wil-der-ness
 breez-es
 rap-ture

me-thinks
 float-ing
 ex-pands
 sun-beams
 pearl-y
 breath-ing

tri-umphs
 ex-ult-ing
 ex-hale
 leaf-y
 buoy-ant
 vi-o-let

 LESSON XXXI.

RULE. The syllable *ful* should have the same sound as the word *full*.

Some persons sound it with the short *u*, and this makes *ul* in *useful*, sound like *ul* in *hull*.

NOTE. *The Teacher will be so kind as to explain this, before the scholar learns the Rule. The syllable ful should be sounded rather more slightly than the word full; but the quality of the sound should be the same in both.*

 TO A SLEEPING INFANT.

1. SWEET babe, that calm and tranquil brow
 Says angel bands attend thee now,

And watch thy peaceful slumbers ;
 Their guardian care shall safe defend,
 As o'er thy couch they softly bend,
 And breathe their tuneful numbers.

2. O could we hear that heavenly strain,
 As low it falls, then swells again—
 Its influence calm and pure
 Should teach our trembling hopes to rise,
 And fix their home above the skies,
 Where holy joys endure.
3. Such sounds once broke on mortal ear,
 When wondering shepherds bent to hear
 The song of heavenly joy ;
 That song proclaimed good will on earth,
 When angels sung a Savior's birth,
 His praise, their glad employ.
4. Dost thou, sweet babe, their music hear,
 And does it banish every fear,
 And soothe thy infant breast ?
 And is it that which makes thee smile,
 As though thou wouldst our griefs beguile,
 And charm our cares to rest ?
5. Sleep on, dear child, and may thy smiles,
 And all thy soft endearing wiles,
 Gladden each parent's heart ;
 And should dark clouds their path obscure,
 May thy fond love, so true, so pure,
 The sweetest peace impart.

ERRORS.

1. *soffly* for softly ; *peacefûl* for peaceful. (See the Rule.) *tunefûl* for tuneful. 4. *doste* for dost ; *dooz* for does.

QUESTIONS.

How should *ful* be sounded in the following words, viz., *painful*, *helpful*, *dreadfully*, *skilfully*, *manful*, *handful*, *hopeful*, *bashful* ?

EVERGREENS.

1. **When** summer's sunny hues adorn
 Sky, forest, hill and meadow,
 The foliage of the evergreens,
 In contrast, seems a shadow.
2. But when the tints of autumn have
 Their sober reign asserted,
 The landscape that cold shadow shows
 Into a light converted.
3. Thus thoughts that frown upon our mirth,
 Will smile upon our sorrow;
 And many dark fears of to-day
 May be bright hopes to-morrow.

E R R O R S .

1. shadder *for* shadow. 2. tinsc *for* tints. 3. sorrer
for sorrow; to-morrer *for* to-morrow.

Q U E S T I O N S .

What Rule is over Lesson 26?—over Lesson 27?—over Lesson 28?

tran-quiet

guar-di-an

in-flu-ence

con-trast

land-scape

ev-er-greens

pro-claim-ed

em-ploy

au-tumn

as-sert-ed

mead-ow

shad-ow

sweet-est

con-vert-ed

fo-li-age

be-guile

ob-scure

sum-mer's

NOTE. In spelling words that have an *apostrophe* with *s*, the apostrophe must be named: thus, *s-u-m-m-e-r-apostrophe-s*, summer's.

LESSON XXXII.

RULE. A great many words have unaccented syllables, which so flow into, and mix themselves with the

other syllables, that they must not be sounded as *separate* and distinct syllables, in reading Poetry; and they must not be reckoned in counting the measure. Still these syllables must be sounded; and they ought not to be clipped off, for fear of making the lines too long.

For examples, see *flower* in no. 1; *power* and *varying* in no. 2; *wanderings* in no. 3; *even* and *every* in no. 5; *reverend*, *champion*, and *faltering* in no. 6; *even* in no. 7; *serious* in no. 8.

THE VILLAGE PREACHER.

1. NEAR yonder copse, where once the garden smiled,
And still where many a garden flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
2. A man he was to all the country dear,
And passing rich with forty pounds a year;
Remote from towns he ran his godly race,
Nor e'er had changed, nor wished to change his place.
- Unskilful he to fawn, or seek for power,
By doctrines fashioned to the varying hour;
Far other aims his heart had learned to prize,
More bent to raise the wretched, than to rise.
3. His house was known to all the vagrant train,
He chid their wanderings, but relieved their pain;
The long remembered beggar was his guest,
Whose beard descending swept his aged breast;
The ruined spendthrift, now no longer proud,
Claimed kindred there, and had his claims allowed;
The broken soldier, kindly bade to stay,
Sat by his fire, and talked the night away;
Wept o'er his wounds, or, tales of sorrow done,
Shouldered his crutch and showed how fields were won.
4. Pleased with his guests, the good man learned to glow,
And quite forgot their vices in their wo;
Careless their merits or their faults to scan,
His pity gave ere charity began.

5. Thus to relieve the wretched was his pride,
And even his failings leaned to virtue's side ;
But in his duty prompt, at every call,
He watched and wept, he prayed and felt, for all :
And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reprov'd each dull delay,
Allured to brighter worlds, and led the way.
6. Beside the bed where parting life was laid,
And sorrow, guilt, and pain, by turns dismayed,
The reverend champion stood. At his control,
Despair and anguish fled the struggling soul ;
Comfort came down the trembling wretch to raise,
And his last faltering accents whispered praise.
7. At church, with meek and unaffected grace,
His looks adorned the venerable place ;
Truth from his lips prevailed with double sway,
And fools, who came to scoff, remained to pray.
The service past, around the pious man,
With eager zeal each honest rustic ran ;
Even children followed, with endearing wile,
And plucked his gown, to share the good man's smile.
8. His ready smile a parent's warmth expressed,
Their welfare pleased him, and their cares distressed ;
To them his heart, his love, his griefs, were given,
But all his serious thoughts had rest in heaven.
9. As some tall cliff, that lifts its awful form,
Swells from the vale, and midway leaves the storm,
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.

E R R O R S .

The principal errors to which the scholar is here desired to attend, are those which are forbidden by the Rule at the beginning of the Lesson. Each line in this piece ought to have *ten syllables* ; and there are ten besides the

second syllable in each of the words that are given with the Rule. Thus: in no 2. 'By doctrines fashioned to the varying hour:' there are properly three syllables in *vary-ing*; but the second syllable flows together with the other two, so that every letter is distinctly pronounced without making more than ten syllables. So it is with *every*, *wanderings*, *reverend*, *champion*, *faltering*, and *serious*. Each of these may have, and should have, every letter sounded plainly, as in plain conversation; but, still, they will be sounded, in the *time* of two syllables, and should be counted as two.

In the second line of no. 1, there is another striking example of this mode of reading. The words, '*many a*' are sounded as only two syllables; yet every letter is sounded plainly.

Both the teacher and scholar are desired to observe that such words as have here been noticed, are often printed with apostrophes for such unaccented syllables. Thus: *wand'ring*, *suff'ring*, *ev'ry*, *rad'ance*, &c. This mode of printing such words is wrong; and it has led persons to clip the words, so as to obscure their proper sound and meaning.

I have not here noticed such words as end in *ed*, that is sounded with the previous syllable. I take it for granted, that every scholar will generally avoid making it a distinct syllable. We *spell* it as a distinct syllable, but seldom pronounce it so, except when it follows *d* or *t*. The sense and sound will help the scholar to do right as to this syllable.

QUESTIONS

In Lesson 30, first verse, how should *glorious* be pronounced? Read the lines in which the following words of that hymn occur; viz., *general* and *flower*, in the second verse; *voluptuous*, in the fourth; *luxuriant*, in the sixth. The last two words have properly four syllables in each, but they are read as three, and yet each letter should be plainly sounded.

In the first verse of the song to the Sky-Lark, how should *flower* and *violets* be pronounced?

pass-ing	re-lieve	an-guish
spend-thrift	wretch-ed	rus-tic
char-i-ty	off-spring	warmth
en-dear-ment	pre-vail-ed	prompt
cham-pi-on	roll-ing	guests
ven-er-a-ble	wan-der-ings	swept

LESSON XXXIII.

RULE. The letter *u* when it follows *d* or *t*, has its proper, long sound, as in *pure*, *mute*. Thus, the sound of *u* in *nature*, *educate*, *creature*, and all similar words, is like *you*.

NOTE. The scholar may pronounce such phrases as the following; *intreat you*, *hit you*, *bid you*, *did you*: and then say *natu*, *edu*, *creatu*: and then say *nature*, *educate*, *creature*. In all these cases the *u* sounds alike, and is the same as *you*.

THE VILLAGE SCHOOLMASTER.

1. Beside yon straggling fence that skirts the way,
With blossomed furze, unprofitably gay,
There in his noisy mansion, skilled to rule,
The village master taught his little school:
2. A man severe he was, and stern to view;
I knew him well, and every truant knew.
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee,
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned.

3. Yet he was kind, or if severe in aught,
The love he bore to learning was in fault.
The village all declared how much he knew,
'T was certain he could write and cipher too;
Lands he could measure, times and tides presage,
And even the story ran that he could gauge:
4. In arguing, too, the parson owned his skill,
For even though vanquished he could argue still;
While words of learned length, and thundering sound,
Amazed the gazing rustics ranged around;
And still they gazed, and still the wonder grew,
That one small head should carry all he knew.
But past is all his fame. The very spot,
Where many a time he triumphed, is forgot.

ERRORS.

1. *measur for measure.* 4. *argwing for arguing,*
argoo for argue; kerry for carry.

QUESTIONS.

What is the Rule for pronouncing *u* after *d* and *t*? How do you pronounce *feature*, *posture*, *endure*, *produce*?

3. Do *ought* and *fault* make a good rhyme?

Remark. When Dr. Goldsmith wrote this piece, it was common to pronounce *fault* as if it were spelled *faut*.

4. Which word has three syllables, but makes only the time of two syllables, and is counted as two?

THE GRAVE OF THE INDIAN CHIEF.

1. THEY laid the corse of the wild and brave
On the sweet fresh earth of the new-made grave,
On the gentle hill where wild weeds waved,
And flowers and grass were flourishing.
2. They laid within the peaceful bed,
Close by the Indian Chieftain's head,
His bow and arrows; and they said,
That he had found new hunting grounds,

3. Where bounteous Nature only tills
The willing soil ; and o'er whose hills,
And down beside the shady gills,
The hero roams eternally.
4. And these fair isles to the westward lie,
Beneath a golden, sunset sky,
Where youth and beauty never die,
And song and dance move endlessly.
5. They told of the feats of his dog and gun,
They told of the deeds his arm had done,
They sung of battles lost and won,
And so they paid his eulogy.
6. And o'er his arms, and o'er his bones,
They raised a simple pile of stones,
Which, hallowed by their tears and moans,
Was all the Indian's monument.
7. And since the chieftain here has slept,
Full many a winter's winds have swept,
And many an age has softly crept
Over his humble sepulchre.

ERRORS.

2. Injun *for* Indian. This word is most properly pronounced *indyan*, as if it were divided, *ind-ian*, but many persons pronounce it *in-de-an*, or *in-je-an*. 7. wenter *for* winter ; sepul'chre *for* sep'ulchre.

QUESTIONS.

What Rule is over Lesson 29 ?—over Lesson 30 ?—over Lesson 31 ?

man-sion	mon-u-ment	jokes
coun-ter-feit-ed	boun-te-ous	glee
van-quish-ed	e-ter-nal-ly	fault
rus-tics	mea-sure	aught
sep-ul-chre	cer-tain	knew
flour-ish-ing	dis-as-ters	write

LESSON XXXIV.

RULE. Avoid the habit of being obliged to clear your throat and mouth, by coughing, spitting, and making other unpleasant noises, just as you are beginning to read.

NOTE. There are cases in which this cannot be avoided, but no one needs to be in the habit of doing it. The organs can generally be made ready without any noise.

THE DISCONTENTED PENDULUM.

1. An old clock, that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped. Upon this, the dial-plate, (if we may credit the fable,) changed countenance with alarm; the hands made a vain effort to continue their course: the wheels remained motionless with surprise: the weights hung speechless: each member felt disposed to lay the blame on the others. At length, the dial instituted a formal inquiry as to the cause of the stagnation, when hands, wheels, weights, with one voice, protested their innocence.

2. But now a faint tick was heard below from the pendulum, who thus spoke:—'I confess myself to be the sole cause of the present stoppage; and I am willing, for the general satisfaction, to assign my reasons. The truth is, I am tired of ticking.' Upon hearing this, the old clock became so enraged that it was on the very point of *striking*.

3. 'Lazy wire!' exclaimed the dial-plate, holding up its hands. 'Very good!' replied the pendulum, 'it is vastly easy for you, Mistress Dial, who have always, as every body knows, set yourself up above

me,—it is vastly easy for you, I say, to accuse other people of laziness! You, who have had nothing to do all the days of your life, but to stare people in the face, and to amuse yourself with watching all that goes on in the kitchen! Think, I beseech you, how you would like to be shut up for life, in this dark closet, and to wag backwards and forwards year after year, as I do.'

4. 'As to that,' said the dial, 'is there not a window in your house, on purpose for you to look through?' 'For all that,' resumed the pendulum, 'it is very dark here; and, although there is a window, I dare not stop, even for an instant, to look out at it. Besides, I am really tired of my way of life; and if you wish, I'll tell you how I took this disgust at my employment.'

5. 'I happened this morning to be calculating how many times I should have to tick in the course of only the next twenty-four hours; perhaps some of you, above there, can give me the exact sum.'

6. The minute hand being *quick* at figures, presently replied, 'eighty-six thousand four hundred times.' 'Exactly so,' replied the pendulum; 'well, I appeal to you all, if the very thought of this was not enough to fatigue one; and when I began to multiply the strokes of one day by the months and years, really it is no wonder if I felt discouraged at the prospect; so, after a great deal of reasoning and hesitation, thinks I to myself, I'll stop.'

7. The dial could scarcely keep its countenance during this harangue; but resuming its gravity, thus replied: 'Dear Mr. Pendulum, I am really astonished that such a useful, industrious person as yourself, should have been overcome by this sudden

action. , It is true, you have done a great deal of work in your time ; so have we all, and are likely to do ; which, although it may fatigue us to *think* of, the question is, whether it will fatigue us to *do*. Would you now do me the favor to give about half a dozen strokes, to illustrate my argument ?'

8. The pendulum complied, and ticked six times in its usual pace. 'Now,' resumed the dial, 'may I be allowed to inquire, if that exertion was at all fatiguing or disagreeable to you ?' 'Not in the least,' replied the pendulum, 'it is not of six strokes that I complain, nor of sixty, but of *millions*.'

9. 'Very good,' replied the dial ; 'but recollect, that though you may *think* of a million strokes in an instant, you are required to *execute* but one ; and that, however often you may hereafter have to swing, a moment will always be given you to swing in.' 'That consideration staggers me, I confess,' said the pendulum. 'Then I hope,' resumed the dial-plate, 'we shall all immediately return to our duty ; for the maids will lie in bed, if we stand idling thus.'

10. Upon this the weights, who had never been accused of *light* conduct, used all their influence in urging him to proceed ; when, as with one consent, the wheels began to turn, the hands began to move, the pendulum began to swing, and, to its credit, ticked as loud as ever ; while a red beam of the rising sun that streamed through a hole in the kitchen, shining full on the dial-plate, it brightened up, as if nothing had been the matter.

11. When the farmer came down to breakfast that morning, upon looking at the clock, he declared that his watch had gained half an hour in the night.

E R R O R S .

1. kitch'n *for* kitchen ; sudd'nly *for* suddenly ; count'nance *for* countenance ; kuntinner *for* continue ; supprise *for* surprise. 2. penderlum *for* pendulum. 3. vassly *for* vastly. 4. winder *for* window ; raly *for* really. 5. calc'lating *for* calculating. 7. arg'ment *for* argument.

QUESTIONS.

What Rule is over Lesson 32?—over Lesson 33?—over Lesson 34?

com-plaint
stag-na-tion
pen-du-lum
hes-i-ta-tion
har-angue
in-sti-tu-ted

con-sid-er-a-tion
im-me-di-ate-ly
dis-a-gree-a-ble
en-ra-ged
bright-en-ed
ac-cu-sed

re-su-med
cal-cu-la-ting
la-zi-ness
ex-e-cute
here-after
ex-claim-ed

LESSON XXXV.

RULE. The habit of reading as though you were in a hurry, and wanted to get along fast, must be avoided. This mode of reading causes the scholar to miscall many words, and to puff and take breath more frequently, and with more noise than is necessary.

MORAL OF THE FABLE OF THE PENDULUM.

1. A CELEBRATED modern writer says, 'Take care of the *minutes*, and the *hours* will take care of themselves.' This is an admirable remark, and might be very seasonably recollected when we begin to be 'weary in well-doing,' from the thought of having much to do.

2. The present moment is all we have to do with, in any sense; the past is irrecoverable; the future is uncertain; nor is it fair to burden one moment with

the weight of the next. Sufficient unto the *moment* is the trouble thereof.

3. If we had to walk a hundred miles, we should still have to set but one step at a time, and this process, continued, would infallibly bring us to our journey's end. Fatigue generally begins, and is always increased, by calculating in a minute the exertion of hours.

4. Thus, in looking forward to future life, let us recollect that we have not to sustain all its toils, to endure all its sufferings, or encounter all its crosses at once. One moment comes laden with its own *little* burdens, then flies, and is succeeded by another no heavier than the last:—if one could be borne, so can another and another.

5. Even in looking forward to a single day, the spirit may sometimes faint from anticipation of the duties, the labors, the trials to temper and patience, that may be expected. Now this is unjustly laying the burden of many thousand moments upon *one*.

6. Let any one resolve always to do right *now*, leaving *then* to do as it can; and if he were to live to the age of Methuselah, he would never do wrong. But the common error is, to resolve to act right after breakfast, or after dinner, or to-morrow morning, or *next time*; but *now, just now, this once* we must go on the same as ever.

7. It is easy, for instance, for the most ill-tempered person to resolve that the next time he is provoked, he will not let his temper overcome him; but the victory would be, to subdue temper on the present provocation.

8. If, without taking up the burden of the future,

we would always make the *single* effort at the *present* moment; while there would, at any one time, be very little to do, yet, by this simple process continued, everything would at last be done.

9. It seems easier to do right to-morrow than to-day, merely because we forget that when to-morrow comes, *then* will be *now*. Thus life passes with many, in resolutions for the future, which the present never fulfils.

10. It is not thus with those, who, 'by patient continuance in *well doing*, seek for glory, honor, and immortality.' Day by day, minute by minute, they execute the appointed task, to which the requisite measure of time and strength is proportioned; and thus, having worked while it was called day, they at length 'rest from their labors, and their works follow them.'

11. Let us then, 'whatever our hands find to do, do it with all our might,' recollecting that *now* is the proper and accepted time.

ERRORS.

1. ta care *for* take care. 3. hadterwalk *for* had to walk; kuintinood *or* kuintinered *for* continued. 5. forrard *for* forward. 7. victry *for* victory. 9. futer *for* future.

QUESTIONS.

What is the Rule over this Lesson? Why are some words printed in *Italic* letters? If you behave well *now*, and whenever it is *now*, can you ever behave ill?

suf-fi-cient
cal-cu-la-ting
prov-o-ca-tion
re-qui-site
im-mor-tal-i-ty
en-deav-or

break-fast
pro-vo-ked
res-o-lu-tions
an-ti-ci-pa-tion
pro-por-tion-ed
sea-son-a-bly

pa-tience
re-solve
ful-fils
meas-ure
min-ute
leav-ing

LESSON XXXVI.

RULE. Avoid running your words together, so as to make two or more words sound like one.

POWER OF MATERNAL PIETY.

1. 'WHEN I was a little child, (said a good old man,) my mother used to bid me kneel down beside her, and place her hand upon my head while she prayed. Ere I was old enough to know her worth she died, and I was left too much to my own guidance.

2. 'Like others, I was inclined to evil passions, but often felt myself checked, and, as it were, drawn back by a soft hand upon my head. When a young man, I travelled in foreign lands, and was exposed to many temptations; but when I would have yielded, that same hand was upon my head, and I was saved.

3. 'I seemed to feel its pressure as in the days of my happy infancy, and sometimes there came with it a voice in my heart, a voice that must be obeyed,—"Oh, do not this wickedness, my son, nor sin against thy God."'

1. W^{HY} gaze ye on my hoary hairs,
Ye children young and gay?
Your locks, beneath the blast of cares,
Will bleach as white as they.
2. I had a mother once, like you,
Who o'er my pillow hung,
Kissed from my cheek the briny dew,
And taught my faltering tongue.
3. She, when the nightly couch was spread,
Would bow my infant knee,
And place her hand upon my head.
And, kneeling, pray for me.

4. But, then, there came a fearful day;
I sought my mother's bed,
Till harsh hands tore me thence away,
And told me she was dead.
5. I plucked a fair white rose, and stole
To lay it by her side,
And thought strange sleep enchain'd her soul,
For no fond voice replied.
6. That eve, I knelt me down in wo,
And said a lonely prayer;
Yet still my temples seemed to glow
As if that hand were there.
7. Years fled, and left me childhood's joy,
Gay sports and pastimes dear;
I rose a wild and wayward boy,
Who scorned the curb of fear.
8. Fierce passions shook me like a reed,
Yet, ere at night I slept,
That soft hand made my bosom bleed,
And down I fell and wept.
9. Youth came—the props of virtue reeled,
But oft at day's decline,
A marble touch my brow congealed—
Blessed mother, was it thine?
10. In foreign lands I travelled wide,
My pulse was bounding high,
Vice spread her meshes at my side,
And pleasure lured my eye;—
11. Yet still *that hand*, so soft and cold,
Maintained its mystic sway.
As when, amid my curls of gold,
With gentle force it lay.

12. And with it breathed a voice of care,
 As from the lowly sod,
 ' My son—my only one—beware !
 Nor sin against thy God.'
13. Ye think, perchance, that age hath stole
 My kindly warmth away,
 And dimmed the tablet of the soul ;
 Yet when with lordly sway,
14. This brow the plumed helm displayed,
 That guides the warrior throng,
 Or beauty's thrilling fingers strayed
 These manly locks among,—
15. That hallowed touch was ne'er forgot !—
 And now, though time hath set
 His frosty seal upon my lot,
 These temples feel it yet.
16. And if I e'er in heaven appear,
 A mother's holy prayer,
 A mother's hand and gentle tear,
 That pointed to a Savior dear,
 Have led the wanderer there.

1. youngand *for* young and. 4. shewas *for* she was. 6
 zif *for* as if. 8. likea *for* like a. 16. pinted *for* pointed.

QUESTIONS.

What Rule is over this Lesson ? What metre is this poetry ?
Observe that the second verse, and the sixteenth, have each a line that has seven syllables ; but they count but six, according to the Rule over Lesson 32. The word prayer, also, in the sixteenth verse, sounds as one syllable, and is never called two in poetry.

temp-ta-tions
check-ed
pas-times
main-tain-ed
warr-ior
thrill-ing

warmth
breath-ed
mys-tic
stray-ed
dim-med
vir-tue

point-ed
wan-der-er
pluck-ed
way-ward
mesh-es
child-hood's

LESSON XXXVII.

RULE. When you do not know how to pronounce a word, or are obliged for any other reason to hesitate while reading, do not cough nor say *hem* nor *eh*; but stop silently till you are ready to proceed.

THE PET LAMB.

1. The dew was falling fast, the stars began to blink,
I heard a voice: it said, 'Drink, pretty creature, drink!'
And, looking o'er the hedge, before me I espied
A snow-white mountain lamb, with a maiden at its side.
2. No other sheep were near, the lamb was all alone,
And by a slender cord was tethered to a stone;
With one knee on the grass did the little maiden kneel,
While to that mountain lamb she gave its evening meal.
3. The lamb, while from her hand he thus his supper took,
Seemed to feast with head and ears; and his tail with pleasure
shook.
'Drink, pretty creature, drink,' she said in such a tone,
That I almost received her heart into my own.
4. 'Twas little Barbara Lewthwaite, a child of beauty rare!
I watched them with delight, they were a lovely pair.
Now with her empty can the maiden turned away;
But, ere ten yards were gone, her footsteps did she stay.
5. Towards the lamb she looked, and from that shady place,
I, unobserved, could see the workings of her face:

If Nature to her tongue could measured numbers bring,
Thus, thought I, to her lamb, that little maid might sing.

- 6 'What ails thee, young one? What? Why pull so at thy cord?
Is it not well with thee? Well both for bed and board?
Thy plot of grass is soft, and green as grass can be;
Rest, little young one, rest; what is't that aileth thee?
7. 'What is it thou wouldst seek? What's wanting to thy heart?
Thy limbs, are they not strong? And beautiful thou art:
This grass is tender grass; these flowers they have no peers:
And that green corn, all day, is rustling in thy ears!
8. 'If the sun be shining hot, do but stretch thy woollen chain,
This beech is standing by, its covert thou canst gain;
For rain and mountain storms! the like thou need'st not fear,
The rain and storm are things which scarcely can come here
9. 'Rest, little young one, rest; thou hast forgot the day,
When my father found thee first in places far away;
Many flocks were on the hills, but thou wert owned by none,
And thy mother from thy side for ever more was gone.
10. 'He took thee in his arms, and in pity brought thee home;
A blessed day for thee! then whither wouldst thou roam?
A faithful nurse thou hast; the dam that did thee yearn,
Upon the mountain tops, no kinder could have been.
11. 'Thou know'st that twice a day I have brought thee in this can
Fresh water from the brook, as clear as ever ran;
And twice in the day, when the ground is wet with dew,
I bring thee draughts of milk, warm milk it is, and new.
- 12 'Thy limbs will shortly be twice as stout as they are now,
Then I'll yoke thee to my cart like a pony in the plough:
My playmate thou shalt be; and when the wind is cold,
Our hearth shall be thy bed, our house shall be thy fold.
13. 'It will not, will not rest!—poor creature, can it be
That 't is thy mother's heart which is working so in thee?
Things that I know not of, belike to thee are dear,
And dreams of things which thou canst neither see nor hear.

14. 'Alas, the mountain tops, that look so green and fair!
I've heard of fearful winds and darkness that come there;
The little brooks that seem all pastime and all play,
When they are angry, roar like lions for their prey.
- 15 'Here thou need'st not dread the raven in the sky:
Night and day thou art safe,—our cottage is hard by.
Why bleat so after me? Why pull so at thy chain?
Sleep—and at break of day I will come to thee again.'
16. As homeward through the lane I went with lazy feet,
This song to myself did I oftentimes repeat;
And it seemed, as I retraced the ballad line by line,
That but half of it was hers, and one half of it was mine.
17. Again, and once again did I repeat the song;
'Nay,' said I, 'more than half to the damsel must belong;
For she looked with such a look, and she spake with such a tone,
That I almost received her heart into my own.'

ERRORS.

3. critter *or* creeter *for* creature. 8. stannin *or* standin
for standing. 12. hurth *for* hearth. 14. wins *for* winds.
16. homewud *for* homeward.

QUESTIONS.

What Rule is over this Lesson? What Rule is before Lesson
17? Before Lesson 12?

Remark. In this Lesson and in many pieces of poetry, the lines
have not an equal number of syllables. Some have 12, others 13,
and others 14.

moun-tain
meas-ur-ed
un-ob-ser-ved
pas-time
draughts
emp-ty

whith-er
wouldst
ail-eth
play-mate
cot-tage
re-tra-ced

limbs
rust-ling
nurse
own-ed
nei-ther
thought

LESSON XXXVIII.

RULE. In order to make your reading appear as much as possible like good speaking or conversation, it is necessary to look at the persons to whom you read, when you can do it without making mistakes.

THE LITTLE WOOL MERCHANT.

1. In a remote part of Ireland there lived an honest, but poor farmer, who had three sons, and three little daughters. The youngest of the sons was named Nichols. He was very small in stature, and talked very little; but he had a great deal of good sense, industry, and observation.

2. When he was very young he began to think that his father was too poor to keep him at home, and that it was his duty to go away and earn his living as soon as possible. One day, when he went to a store to do an errand, he heard some traders in wool speaking of a very beautiful kind, which they brought from a distant county in Ireland, and from which they made a great deal of money.

3. Nichols listened to their talk with great attention, and wished very much that he had a little money to buy some of this famous wool. He did not tell his wishes to his father; but he thought a great deal of the conversation he had heard, and laid a great many plans to procure money.

4. He was scarcely twelve years old, when he first asked his father's permission to go from home and earn his own living. His father was very poor, and knowing Nichols to be an honest, industrious boy, he told him he might go, and try to find something to do.

5. Dressed in a suit of strong, coarse clothes, with a great pair of wooden shoes, and a large, knotty cane in his hand to defend himself, the *little man* set out from home with no other provisions than a small cheese and a loaf of bread. In the county where the sheep were so remarkably fine, he had heard that there was a very rich and very generous man, called the Baron of Baltimore.

6. Emboldened by what he had heard of this gentleman's kindness, Nichols went to his house and asked if he could not employ him for a little while, that he might earn money to buy some wool. The boy seemed so intelligent, and so frank, and showed such a disposition to be industrious, that the Baron was very much pleased with him.

7. From his honest simplicity of manner, and the good sense and modesty of his answers, the gentleman rightly concluded that he was no idle vagabond, or artful knave. It was a strange thing for a boy of his age to undertake such an enterprise, but his appearance was so much in his favor, that the Baron was resolved to trust him with a hundred crowns.

8. Some of his friends laughed at him for taking such a fancy to the boy, and told him he would never see his money again. 'I think it doubtful whether I ever do,' replied Lord Baltimore; 'but I like the lad's enterprise—and if he be as good a boy as he seems, I am willing to give it to him.'

9. Nichols never dreamed of having such a large sum in his hands. His heart came up in his throat with very joy, and it seemed as if he could not find words to express his gratitude to his benefactor

10. He made his purchases with a great deal of discretion, and, with the wool that he bought, he travelled back to the counties where sheep were very scarce. Here the little merchant found such a demand for wool, that he sold it all immediately, for nearly double the money he had given for it.

11. This success gave him new courage; and he resolved to travel back as quick as possible to buy some more; but first he resolved to visit his good friend, the Baron, that he might tell him of his good fortune, and thank him again for his kindness.

12. 'My lord,' said he, 'that which you had the goodness to give me has nearly doubled. The money I have made is quite sufficient to carry on my little commerce; therefore I beg of you to take back the hundred crowns, with my most sincere thanks; and may my Heavenly Father bless you for your kindness to a poor boy like me.'

13. The Baron was so much charmed with the judicious way in which the money had been managed, and with the honest and prompt payment of the debt, that he insisted on making a present of it.

14. 'No, no, my lord,' replied the young merchant; 'keep your money to lend somebody else, who needs it. You have helped me to take the first step; and now, if I am prospered, I can get along very well myself. All the favor I ask, is, that you will allow me to consider you as a friend, and permit me now and then to give you an account of my little fortune.'

15. The Baron was charmed with this reply. 'Continue to think and act as you now do, my good

boy,' said he, affectionately placing his hand on the lad's head, 'and I promise you I will always assist you with my advice, and my purse too, if you need it.'

16. Nichols could not refrain from tears. He pressed the hand of his benefactor, and kissing it respectfully, he thanked him with all the eloquence of gratitude.

17. As soon as he had bidden his friend farewell, he again set out on his journey. He did not, like a foolish child, spend his money for fine clothes; he wore the same coarse coat, and wooden shoes, he had when he left his father's house.

18. This circumstance, together with his anxiety to pay his debts as quick as possible, made people willing to trust him; and when he returned to the place, where he first bought wool, he found the farmers were willing to let him have more than he could pay for, provided he would promise a speedy return. Nichols accepted their offer, telling them he certainly would come back and pay them if he were living.

19. Though he took a much larger quantity of wool than at first, he found no difficulty in disposing of it; and very few weeks passed before he was able to go back to pay his debts, and purchase more. This honest industry soon gained friends; and far and near, people told the story of the enterprising little wool merchant.

20. He drove his trade so briskly, and was so popular in the county, that it became necessary for him to buy horses and wagons to transport his goods from one place to another. Sometimes, it is true,

he met with little difficulties. For instance, the people from whom he bought his wool, hearing how much money he made, refused to sell it as cheap as they had done; and finding he always had ready money, they increased in their demands, until poor Nichols began to fear he should be obliged to give up his trade altogether.

21. His good friend, the Baron, encouraged him under these little troubles, and advised him to go to some more distant counties, where excellent sheep were plenty. The little merchant followed his directions, and soon found that he made money faster than ever.

22. In the midst of success, however, he did not forget that there are some things more valuable than wealth. He set apart some time from business to be devoted to his studies; he hired the best masters in reading, writing, arithmetic, and geography; and bought many interesting and useful books, such as voyages and travels.

ERRORS.

1. *dahters for daughters*; *statter for stature*. 2. *heerd for heard*. 5. *jinrous for generous*. 6. *airn for earn*. 7. *pearance for appearance*. 8. *entuprise for enterprise*. 9. *spress for express*. 13. *makin for making*. 14. *fort'n for fortune*. 19. *diffikilty for difficulty*. 20. *poplar or poppelar for popular*.

QUESTIONS.

What Rule is here given? What is the Rule over Lesson 18?—over Lesson 19?

How long do you stop at a comma?—at a semicolon?—at a colon?—at a period?—at an interrogation mark?—at an exclamation mark?

mer-chant
en-ter-prise
re-solv-ed
ben-e-fac-tor
pop-u-lar
o-bli-ged

di-rec-tions
dis-po-sing
im-me-di-ate-ly
af-fec-tion-ate-ly
cir-cum-stance
con-ver-sa-tion

bar-on
mon-ey
dream-ed
knot-ty
right-ly
throat

LESSON XXXIX.

RULE. When you look at the persons to whom you are reading, look at them as you would if you were talking to them.

THE LITTLE WOOL MERCHANT—*concluded.*

1. In three years our little adventurer had acquired more money than his father had seen in his whole life,—and he naturally became very anxious to go home and tell his parents his good luck. He had never visited them,—nor had they heard one syllable from him since he left them.

2. His father had heard others talk, and he had often talked himself, about the famous little wool merchant; but he never once dreamed it was his own son. Nichols for some time intended to write to his father; but then he thought how grand it would be to go home of a sudden, with handsome presents, and surprise them all with his riches.

3. It was a joyful day for the little merchant

when he came within sight of his native town, after such a long and eventful absence. He left his horses, his wagons, and his domestic, at a neighboring inn, and having put on the self-same clothes he wore away, (which, by the way, could not be made to fit decently without considerable ripping, piecing, and pulling,) he bent his steps towards his father's dwelling.

4. He opened the kitchen door just as the family were sitting down to supper. One of his brothers remembered his old clothes, and the moment he saw him he threw himself on his neck, exclaiming, 'It is my brother! It is my brother!' 'Yes, yes,' said one of the girls, jumping and capering, and catching hold of the skirts of his coat, 'It is our Nichols!'

5. His mother sprang forward, and the little wanderer sank on his knees before her. She kissed him again and again; but her voice trembled so that she could not speak for many minutes. 'It is indeed our boy,' said the father, dashing the tears from his eyes. 'He has been gone so long,' said the mother, 'that I cannot find it in my heart to scold at him for not letting us know where he has been. Poor child! he has got on the same old coat that he wore away!'

6. 'What have you been doing all this time?' said his father, looking a little displeased at his forlorn appearance. 'When you have heard my story, I do not think you will blame me,' replied Nichols, in a respectful tone; 'but first let me give my brothers and sisters the presents I have brought for them.' So saying, he gave his father a purse containing

an hundred pieces of gold ; one to his mother containing fifty pieces ; and one to each of his brothers and sisters, containing twenty-five pieces.

7. The old man blushed and turned pale at the sight of so much money ; and thinking Nichols could not have gained it honestly, he cried out in a sorrowful tone, ' Ah ! my child, what have you done ? My wretched boy, is it possible you have turned robber ! '

8. ' Oh, my dear father,' replied the little merchant, ' do not have such a thought as that ! After all the good lessons you and my mother gave me when I was little, do you think it is possible for me to do such a wicked thing ? When you have heard my story, I do not think you will be ashamed to own me as a son.'

9. Then he told how he had gone to Lord Baltimore to get work ; how kindly that gentleman had assisted him ; how he had bought wool with the money ; how he had sold it for double what it cost him ; and finally, that he had become rich enough to keep horses, wagons, and a man of his own.

10. ' Ah, ha ! ' shouted his brothers, ' you are the little wool merchant we have heard so much talk about ! ' ' Is it possible ? ' asked his delighted father, bursting into tears.

11. ' Yes, my dear father,' replied the happy son. ' It is even so ; and if you will go to the inn with me, I will prove it by my loaded wagons, and letters from the richest merchants in the country.'

12. ' And did you always wear these old clothes ? ' asked one of his sisters.

13. ' Not these,' replied the little economist ; ' but some that were full as coarse. Sometimes they used

to laugh at me, and say, "I guess you drive a pitiful trade, Nichols, by the looks of your coat;" but I did not mind them much,—for I knew my own business best. Once Lord Baltimore heard them laughing at me, and he told me I had better put off my wooden shoes, and get a more decent coat.

14. 'I told him I would do anything to please him, but that for myself I did not care about anything more than comfortable clothing. I told him I should be robbed in the woods and by-roads, if I dressed like a gentleman; that the tavern keepers would all charge me more, and give me better things to eat and drink than I wanted; and that if I ate, drank and slept like a rich man, I should never become rich.

15. 'The Baron said he believed I was right, and told me he had no doubt I should prosper, if I continued my old habits of prudence and industry. So,' added Nichols, 'I kept on my wooden shoes, and my peasant dress—I carried a mouthful of bacon and a bottle of beer in my knapsack; and I slept in the barn with my horses.'

16. 'You were wiser than those that laughed at you,' said his father; 'but after all, my son, I can hardly believe this great story you are telling us.'

17. Indeed, it did all seem like a dream to the family, till his horses, his wagons, and his letters were shown them. You may be sure the fortnight Nichols spent at home was a happy one. When, at the end of that time, he told his mother he must leave her, she said it did not seem as if she had seen him a single day; but his father said he should not be urged to stay longer. 'He has grown rich by

attending to his business,' said he; 'and that is the way he must keep so.'

18. After many a kind and sorrowful farewell, Nichols returned to business again. In process of time he became a rich and celebrated merchant; but the love of money did not, as it sometimes does, destroy all other tastes and affections.

19. Before Nichols was thirty years old, he gave up his profitable traffic to one of his brothers, and purchased a fine large farm, not far from home, where he spent the remainder of his industrious and useful life. He had given his sisters a good education, and they were all well married, and lived within a day's ride of their father's house.

20. The old folks were happy with their children. When the neighbors talked of what the little wool merchant had done for them, the old lady would smile and say, 'Why, to be sure, we are comfortable and happy; how can we be otherwise, when we have such good children?' And Nichols would answer, 'How could we be otherwise than good, when we have such a good mother?'

21. I suppose some of my young readers will want to hear more about Lord Baltimore. He removed to London, about the time Nichols made his visit at home, and his young friend did not see him for several years. He could not, however, endure the thought of looking upon the good old gentleman no more before his death; and when he quitted business, he made a journey to London, on purpose to thank him again for all he had done for him.

22. He found no difficulty in ascertaining the residence of his friend ; and he found, as he expected, a most affectionate welcome. The Baron observed that Nichols carried a wooden box under his arm ; and as soon as the first kind inquiries were over, he asked what it contained. 'It is a present I have brought for you,' said the young merchant.

23. When opened, it was found to contain a small portrait of the little peasant, with his coarse coat, his wooden shoes, and his knotty cane, just as he first presented himself before his generous benefactor.

24. 'My kind friend,' said he, 'all I have in the world I owe to you. If Providence had not raised me up such a friend, I should have been nothing, and should have had nothing. The picture is not worth much, for I thought it most proper to set it in a plain wooden frame ; but when people ask you why you have it in your house, tell them, I pray you, that it is a poor little peasant boy, who came to you a beggar, and who, by means of your kindness and counsel, came at last to ride in his carriage.'

25. The old gentleman was affected to tears. 'I shall teach my nephews,' said he, 'that it is more valuable than the portrait of an emperor cased in gold ; for it is the exact likeness of one, who deserved good luck for his honesty and intelligence, his modesty and gratitude.'

26. The Baron and his young friend often exchanged letters ; and many a kind token of remembrance found its way to London from the Irish farm. Lord Baltimore died of a good old age. When his nephews talked to their sons about their great uncle,

they often used to point to the portrait, and repeat the story of his kindness to the Little Wool Merchant.

ERRORS.

1. adventrer *for* adventurer. 2. supprise *or* sprise *for* surprise. 4. ketchin *for* catching. 6. pus *for* purse. 15. kerrid *for* carried. 18. tace *for* tastes.

QUESTIONS.

How should you look at the persons to whom you are reading?

What Rule is over Lesson 16?—over Lesson 20?—over Lesson 21?

1. What pause is after *life* and *them*? What is a dash used for? Tell all its uses. What is a dash called when it stands for a word that is omitted?

com-fort-a-ble
pur-chas-ed
ed-u-ca-tion
oth-er-wise
em-pe-ror
por-trait

re-mem-brance
ex-chang-ed
e-con-o-mist
laugh-ing
re-spect-ful
dis-pleas-ed

wood-en
blush-ed
hor-ri-ble
for-lorn
ca-per-ing
dash-ing

LESSON XL.

RULE. When an author has made imperfect rhymes, you must not mispronounce the words in order to make the rhymes good. Read correctly what is written: if it makes nonsense or bad sense, or sounds improperly, the fault will not be yours.

THE OCEAN.

They that go down to the sea in ships, that do business in great waters, these see the works of the Lord, and his wonders in the deep.—*Psaln* cvii. 23, 24.

1. He that in venturous barks hath been
A wanderer on the deep,
Can tell of many an awful scene,
Where storms forever sweep.

2. For many a fair majestic sight
Hath met his wondering eye,
Beneath the streaming northern light,
Or blaze of Indian sky.
3. Go! ask him of the whirlpool's roar,
Whose echoing thunder peals
Loud, as if rushed along the shore
An army's chariot wheels;
4. Of icebergs floating o'er the main,
Or fixed upon the coast,
Like glittering citadel or fane,
Mid the bright realms of frost;
5. Of coral rocks from waves below
In steep ascent that tower,
And fraught with peril, daily grow,
Formed by an insect's power!
6. Of sea fires, which at dead of night
Shine o'er the tides afar,
And make the expanse of ocean bright,
As heaven with many a star.
7. Oh, God! thy name they well may praise
Who to the deep go down,
And trace the wonders of thy ways,
Where rocks and billows frown.
8. If glorious be that awful deep,
No human power can bind,
What then art Thou, who bid'st it keep
Within its bounds confined!
9. Let heaven and earth in praise unite,
Eternal praise to Thee,
Whose word can rouse the tempest's might,
Or still the raging sea!

ERRORS.

1. ventrous *for* venturous; wandrer *for* wanderer. 5.
c6-ral *for* coral. 9. tempice *for* tempest's.

QUESTIONS.

1. Should *been* and *scene* be made to rhyme ?

4. What imperfect rhymes are in this verse ?

In Lesson 37, v. 6, do *cord* and *board* rhyme ?—in v. 9, *none* and *gone* ?—in v. 10, *yea* and *been* ?—in v. 15, *chain* and *again* ?

Remark. Such imperfections cannot be wholly avoided even by the best poets. We should have little good poetry, if authors were compelled to make perfect rhymes.

PARAPHRASE OF PSALM CXLVIII.

Praise ye the Lord. Praise ye the Lord from the heavens : praise Him in the heights.

1. PRAISE ye the Lord ! on every height
Songs to His glory raise !
Ye angel hosts, ye stars of light,
Join in immortal praise !
2. Oh ! heaven of heavens ! let praise far-swelling
From all your orbs be sent !
Join in the strain, ye waters, dwelling
Above the firmament !
3. For His the word which gave you birth,
And majesty and might ;
Praise to the highest from the earth,
And let the deeps unite !
4. Oh ! fire and vapor, hail and snow,
Ye servants of His will ;
Oh ! stormy winds that only blow
His mandates to fulfil ;
5. Mountains and rocks, to heaven that rise :
Fair cedars of the wood ;
Creatures of life, that wing the skies,
Or track the plains for food ;
6. Judges of nations ; kings, whose hand
Waves the proud sceptre high ;
Oh ! youths and virgins of the land,
Oh ! age and infancy !

7. Praise ye *His* name, to whom alone
 All homage should be given ;
 Whose glory from the eternal thrones
 Spreads wide o'er earth and heaven !

ERRORS.

1. hate *for* height; hoce *for* hosts; immort'l *for* immortal. 4. servance *for* servants.

6. The emphasis in the last line naturally falls on the last syllable of *infancy* ; but it must not, on any account, be pronounced so.

QUESTIONS.

What imperfect rhymes are there in this *psalm*? Should the voice fall at the end of verses 4, 5, and 6?

ven-tu-rous	scep-tre	height
ice-bergs	in-sects	par-a-phrase
ex-panse	as-cent	waves
hom-age	glit-ter-ing	proud
man-dates	cit-a-del	in-fan-cy
ma-jes-ty	jud-ges	e-ter-nal

LESSON XLI.

RULE. The custom of reading rapidly and with inattention, such passages as have been committed to memory, must be avoided.

Remark. Children are apt to acquire this fault when they have read a book several times. They read or repeat many parts as though they thought them of no importance. So also, they read hymns which they have learned, and texts from the Bible, without giving any sense to them.

TO A MOTHER ON HER BIRTH DAY.

1. My mother! now the glad some spring
 Is smiling o'er the earth :

And butterflies on painted wing,
 In sunny light go forth.
 Though all spring days most lovely be,
 All fair and full of mirth,
 One, one is dearest far to me,
 The day that gave thee birth ;—
 It *was* a day with joyance fraught,—
 It is a day for deepened thought.

2. My mother ! I remember well,
 When thou wast not as now :
 Remember when time's shadow fell
 Less darkly on thy brow.
 I can remind me of the time,
 When in life's summer glow,
 Thy years had hardly passed their prime,
 And scarce one flower lay low :
 But clouds thy heaven have overcast,
 Since those bright days of pleasure past.

3 Mother ! thy step is not so firm
 As it was wont to be,
 For secret blight and open storm
 Have done their work on thee.
 Thy hair turns gray, and I can see
 Thy hand more tremulous ;
 And thy dark eye hath lost its gleam,
 Save when it turns on us,
 Thy children—then it hath a joy
 And light, that nothing can destroy.

4. Yet weep not, mother ! for the days
 Passed by, we'll not regret ;
 The star of Hope, with all its rays,
 Is only dimmed, not set.
 Fixed o'er thy path it shall remain,
 And never more deceive—
 And it shall sparkle out again,
 To light thy quiet eve ;
 Flinging a radiance o'er past years,
 And brightening all thy fallen tears.

ERRORS.

2. member *for* remember; scace *for* scarce. 3. dis-
troy *for* destroy. 4. shell *for* shall.

QUESTIONS.

What Rule is over this Lesson? What metre is this poetry?
How many lines of this make a verse? How many are there com-
monly in a verse?

What imperfect rhymes are there in v. 1?—in v. 3?—in v. 4?
What word in v. 3, would be accented wrong, if you read according
to the emphasis of the verse? What word in v. 4 would be mis-
pronounced, if it were made to rhyme well?

CHILDREN SHOULD REMEMBER THEIR CREATOR.

Remember now thy Creator in the days of thy youth, while the
evil days come not, and the years draw nigh, when thou shalt say
I have no pleasure in them.—*Ecclesiastes* xii.

1. In life's glad morn, when hopes beat high,
And nought but joy pervades thy breast;
When pleasure sparkles in thine eye,
And every scene is gayly dressed;—
2. When glows thy cheek with healthful bloom,
And friends are near, thy joys to share;
Whose love provides thy happy home,
And makes thee free from every care;—
3. While youth and all its joys so bright,
O'er life reflect a cheering ray;
Ere age arrives, and sorrow's blight
Sweeps all thy cherished hopes away;—
4. Remember HIM, whose sovereign power
Life, health, and friends, and home bestows;
Whose care sustains thee every hour,
And shields thee from a thousand woes.
5. Remember HIM, whose boundless love
Secures the blessings you possess,
And richer blessings from above,
To all who seek and trust his grace.

6. Remember thy Creator *now* ;
 Give Him the morning of thy days,
 And early at His footstool bow :
 His love demands thy noblest praise
7. So shall thy life His mercies bless,
 Though earthly pleasures fade away ;
 Though earthly cares and sorrows press,
 God is thine all-sufficient Stay.

 ERRORS.

1. puvades *for* pervades ; plezher *for* pleasure ; evry *for* every. 2. frens *for* friends. 3. sorrer's *for* sorrow's. 4. sheels *for* shields ; thowsn *for* thousand. 5. bounless *for* boundless ; sicures *or* scures *for* secures. 6. mornin *for* morning. 7. sorrers *for* sorrows.

 QUESTIONS.

What metre is this hymn ?
 Should the voice fall, and have a full stop, at the end of verses 1, 2, and 3 ? 6. Why is *now* printed in Italic letters ?

joy-ance	se-cret	shields
dim-med	cher-ish-ed	nought
per-vades	be-stows	ear-ly
health-ful	sove-reign	blight
bound-less	se-cures	thought
spar-kles	suf-fi-cient	fraught

LESSON XLII.

RULE. After you have read a part of a story, or of anything else, you will read the rest better if you remember what you have read ; just as we know the things which we now see and hear, by remembering what we have before seen and heard. Therefore read so attentively that you will be able to give a good account of everything that you read.

THE BLIND BOY.

1. ONE new-year's morning Mrs. Percival was busily engaged in sewing, with her two daughters, Amelia and Mary, while her son Francis was reading aloud to them, and her little nephew, Julius, was playing on the carpet, when a loud knock at the door called their attention. Francis opened the door, and found one of those pedlers who so often frequent country towns and villages. His goods, consisting of a great variety of toys and confectionary, were arranged in the most attractive manner, on an open board or tray.

2. Although Francis was a sedate boy of twelve years old, he was considerably tempted by this display, and called to his mother and sisters to come quickly and look at the fine things. His little cousin had followed him to the door, and was eagerly taking hold of everything within his reach.

3. Julius was of the age of Mary,—about six years, but he did not behave so well as Mary. Indeed, he was almost a spoiled child. His mother died when he was a babe, and as his father's business called him a great deal from home, he was left almost entirely to the guidance of an old nurse, who thought there never was a child so beautiful or so good. He was naturally a pleasant, amiable boy, and very intelligent; but, from want of suitable care and direction, he had become passionate, irritable, idle, and selfish.

4. When his father was at home he found Julius bright and affectionate. Occasionally some of his bad habits discovered themselves; but his father hoped and thought that he would overcome them as he grew older; and he was too little with him and too

dotingly fond of him, to feel qualified to correct him properly.

5. It was only at his aunt Percival's that Julius found any one to speak to him of his faults; and there it was done so kindly and gently, though very faithfully, that although he did not much relish having any one say to him that he was not the very best boy in the world, it did not prevent his being fond of visiting at his uncle's house.

6. Mrs. Percival did not leave her work when Francis called her, but she told the girls they might go to the door if they pleased, and see what was to be seen. Presently, however, she heard Julius in a loud and angry tone say—'I will have it; I tell you I will have it,'—while the pedler, gently remonstrating with him, replied,—'But indeed you must not, young gentleman; it is but a brittle thing, I fear you will hurt it; and it cost me half a dollar.'

7. 'What's half a dollar!' exclaimed Julius. 'My father has half dollars and whole dollars enough to pay for anything I break, and for everything you have got; so you need not concern yourself about it, but hand it here this minute.'

8. His aunt, wishing to put an end to such ill behavior, stepped to the door, where she found Julius roughly handling a trumpet which was fancifully ornamented and gilded. She desired the man to walk into the sitting-room, and told Julius to put down the trumpet; but as he did not do as she directed, she took it from him, upon which he began screaming in the most rude and violent manner—'I will have that trumpet,—I say I will have it, and you shall buy it for me.'

9. 'No,' said his aunt, 'No, Julius, I shall not buy it for you. It is not right that you should have it, because you have conducted very improperly. I shall buy some cakes and candy for all of you; and give to each a nine-pence to spend as you please.' She then took out her purse, purchased the cakes and candy, and gave the children their money.

10. Julius immediately bought a sugar eagle and a basket of fruit. While he was making his purchases, his cousins were talking earnestly with each other, and did not come forward to look at the things any more.

11. 'See what I have got,' said he, holding up his eagle and basket. 'What are you going to buy?' 'Not anything,' answered Amelia. 'Mother has given us enough; and we want our money for something else.'

12. 'Before I would be so stingy of a nine-pence. Well, if I could not have the trumpet, I have got these pretty things, I know,' said Julius, swinging himself round in a triumphant manner. Just then he let his basket of fruit fall, and it broke into a great many pieces.

13. 'I don't care,' said he, 'I can eat it now;' and placing his eagle on the stove, he began to pick up the pieces of his basket. Presently he looked up at his eagle, and found it nearly melted by the heat of the fire.

14. Little Mary could not help laughing, and saying, 'There is the end of your nine-pence, cousin Julius.' But observing that her cousin began to look very sorrowful and angry again, she ran up to him, and kindly said, 'Come, Julius, be a good boy,

and leave crying. You shall take a walk with us by and by.'

15. 'I am not going to cry about a nine-pence, I would have you know:—nor about a sugar basket, or eagle. I can have as many of them as I want, and trumpets too, when I am at home.'

16. 'But,' said Amelia, 'you cannot have us when you are at home, Julius; so let us be kind now we are together.'

17. 'You are always kind, cousin Amelia; and you are always happy. I wish I was always happy.' 'If you are good and kind, you will feel a great deal happier than you now do, Julius. You will be as happy as our little Mary here. She is happy every day, and all day long. But, mother, when we have finished our work, may we walk down to Nurse Hall's? We are all going to put our money together, and buy her a nice apron for a new-year's gift, and we want to ask what color she would like best.'

18. Their mother consented; the work was soon finished and they set off upon their walk, accompanied by Julius, who was much more silent than usual. He did not appear to feel unkindly, but very thoughtful. He was drawing a comparison between himself and his cousins; and he was beginning to wish that he could be a better boy, as well as a happier boy.

19. It was not long before they reached Mrs. Hall's neat house, and were received with a hearty welcome. They told their errand, and their nurse seemed to feel pleased and grateful for their kind remembrance of her. She said she should like a purple apron best, and the children hastened away to the store in the village to purchase it. They soon

agreed on a pattern, and returned to Mrs. Hall's to present their gift.

20. Mrs. Hall thanked them, and said she should certainly think of them every time she looked at her new apron, and a great many other times besides. She then opened her clothes-press, and took out three pairs of warm, delicate mittens, which she had been knitting for them, as a new-year's gift, and which she begged they would put on, as it was a frosty morning, and she thought their fingers must be cold with nothing more than their kid gloves. 'I am sorry I have not a pair of mittens for you, my little man,' said she to Julius. 'Had I thought of your coming with your cousins, I should have knit some for you.'

21. 'Julius shall wear my mittens, Nurse,' said Mary, 'for his hands look colder than mine do. Francis taught me how to keep mine nice and warm. So,' continued she, clapping them together, 'this is the way,—and Julius has no brother Francis to tell him how.'

22. 'No, indeed, Mary, I will not wear your mittens. I shall never be happy like you, while I think more of myself than I do of anybody else. I hope I shall not be a selfish boy any more, cousin Amelia.' 'I hope you will not, dear little Julius; but come, we must go home now. It is almost dinner time, and mother will wonder what has become of us.'

23. They hastened home, after taking a kind leave of their nurse, and it gave great pleasure to their parents to see their bright and happy faces. Julius continued pleasant and kind the remainder of the day; and when he went home at night, promised to come and see his cousins again as soon as he could.

E R R O R S .

3. spiled *for* spoiled. 8. setting-room *for* sitting-room.
 9. pus *for* purse. 17. nus *for* nurse.

Q U E S T I O N S .

What is the Rule? Can you give any account of this story?
 Which of these children seems to have been most frequently in
 fault? How had he been educated?

gui-dance
 qual-i-fied
 tri-um-phane
 con-sent-ed
 or-na-ment-ed
 sor-row-ful

be-ha-vior
 swing-ing
 thought-ful
 com-par-i-son
 knit-ting
 clap-ping

thank-ed
 ea-gle
 ear-nest-ly
 del-i-cate
 cous-ins
 frost-y

L E S S O N X L I I I .

RULE. It is an ill excuse for any fault, to say 'I forgot to do right.' Remember, and be willing, to do correctly, whatever has been taught you; and you will become good readers, and good in all things.

THE BLIND BOY—*continued.*

1. Not a great while afterward, Julius went to pass some days at his uncle's, as his father was going a journey, and his nurse wanted to visit her friends. He had been with his aunt and cousins but a short time, before they were struck with the alteration in his looks and manners. His countenance no longer wore that discontented, irritable expression, which it had formerly given them so much pain to observe; and his voice sounded kind and gentle.

2. 'I know you have been a good boy, dear Julius,' said Amelia, 'because you look so happy.' 'I have tried to be a good boy, cousin Amelia, but I was naughty too long, and sometimes I forget, and it seems hard to be good. Will you go with me to nurse Hall's to-day? I have saved more than ninepence, and I want to buy something for her as quick as I can, that I may feel as you all did the last time I was here.'

3. 'We will go to walk with you, Julius; but it is very likely there are many others to whom your money would be of more service than to our nurse. She is not very poor, but she has always been very kind to us, and now she has grown old, we thought it would please her if we carried her a new-year's gift. You would feel much happier to assist any one who is very poor, than to make a present to Mrs. Hall, because you would be doing more good.'

4. 'I am in a hurry to do some good, I know,' said little Julius; but he waited patiently till his cousins got through with their morning lessons, and then they all went to walk, accompanied by their mother.

5. Mrs. Percival walked slowly with the elder children, while Mary and Julius went on considerably in advance of them. Presently their attention was attracted by a pretty looking boy coming towards them. He appeared to be of their own age, and moved cautiously along, holding a little dog by a string.

6. Mary and Julius felt much interested by his appearance, and were also curious to know why he moved so slowly, and kept such fast hold of his dog. Mary did not love to ask any questions; but Julius

went up to him and said—‘Little boy, are you afraid your dog will run away from you?’

7. ‘Oh no,’ replied he, ‘Fido leads me, and Fido loves me. Poor Fido is hungry now, and I am hungry too. Can you give me a piece of bread?’

8. ‘No,’ said Julius, ‘I cannot give you any bread, but I can give you some money to buy some bread, for I saved it on purpose; and I can run with you to the baker’s. He lives close by.’ He then took out his little store, and putting it into the boy’s hand, continued—‘Come, take it, and run quick with me and Mary. Don’t wait for Fido to lead you.’

9. ‘But I must,’ said the child; ‘Fido always leads me; I cannot see to go by myself, and mother is busy sometimes. Fido takes good care of me—poor fellow.’ The dog stood lapping the little hand that rested kindly on him, while Julius and Mary both exclaimed—‘Cannot see to go by yourself, little boy! Why, what is the matter?’

10. ‘I never saw anything;—not even my own dear father;—he is dead now:—and my mother I never saw. You will see her presently, she is just behind. She sat down to rest a minute by the roadside, and I walked on with Fido.’

11. Mrs. Percival with Francis and Amelia now came up, and the children hastened to tell them what they had heard. They were eagerly listening to the account, and looking with tenderness and pity, on the sightless but lovely and animated countenance before them, when the little fellow turned suddenly around. ‘I hear her,—I hear mother; here I am, mother.’

12. Fido now barked loudly, as if he too was

answering; and presently the others also heard a pleasant kind voice calling 'Henry, my darling, you must have walked fast.'

13. The child sprang forward, and moving quickly to the spot from whence the voice proceeded, they lost sight of him; but they soon saw him returning from a little wood at a short distance, accompanied by his mother. He was showing her the money which Julius had given him, and talking very earnestly.

14. Mrs. Percival hastened to them, and kindly asked if she could do anything to assist them. She told the mother that she had just been listening to her little boy's story, and that he spoke of her as being weary, and himself and his dog as very hungry. She added that her house was not far off, and they had better go there and rest themselves. The strangers received her kindness very gratefully, and they walked slowly homeward.

15. The children kept close to the poor blind boy, endeavoring to show him every attention. Francis wished to carry him in his arms, that he might not be any more fatigued, but Henry would not consent to it.

16. Julius seemed constantly on the watch to do something for him, and little Mary whispered to her sister, 'How I do wish he could see all the trees covered with ice, looking so beautifully in the sun; but I will not tell him so, for it might make him feel sad to think he is blind, and he looks as happy as can be now.'

17. 'He does indeed look very happy,' answered Amelia, 'and is talking as merrily with Francis and Julius, as though he was neither blind, nor weary, nor hungry.'

18. As they walked along, the stranger told Mrs.

Percival that her name was Lawrence;—that she had met with many troubles from sickness and poverty. Her husband was sick for a long time, and died about six weeks before, leaving her and little Henry very destitute.

19. Soon after her husband's death, she received a letter from her only brother, who was a respectable farmer, and had no family of his own, inviting her and Henry to come and live with him. He directed them to come in the stage-coach, and inclosed money to defray their expenses.

20. His house was more than a hundred and fifty miles distant from the place where they lived, but Mrs. Lawrence concluded to go; and arranging her affairs as well as she could, she and Henry commenced their journey.

21. They travelled in the stage-coach two days very comfortably; but on the morning of the third day, when Mrs. Lawrence looked for her purse to pay her bill at the public house where they had tarried, it was not to be found. Both the landlord and the coachman believed, or pretended to believe, that she never had any money.

22. She had but very little baggage, and was obliged to leave the best part of that to pay for their lodging, supper, and breakfast; and to proceed on her journey on foot. Not being much used to walking herself, and Henry being young, they made but little progress the first day.

23. They were allowed by some family to pass the night in a barn, which afforded them a tolerable shelter; and the same family had given Henry a piece of bread, when they started at an early hour in the morning. They had continued to walk from

that time, occasionally resting a little by the way-side, and had at length missed their way, and wandered far from any house, where they could find rest and refreshment.

24. At the time they met Mrs. Percival and her family, they were nearly exhausted with fatigue and hunger. 'Indeed,' said Mrs. Lawrence, 'I hardly know that I could have come on at all, had not my little boy continued so cheerful and uncomplaining.'

25. Upon asking Mrs. Lawrence where her brother lived, Mrs. Percival found that it was only about fifteen miles distant; and as a stage-coach passed every day, Mrs. Lawrence could easily send him an account of her journey thus far, that he need not be anxious, and she could remain long enough to rest herself and little Henry.

ERRORS.

5. cunsidubly *for* considerably. 6. curis *for* curious
13. forrard *for* forward. 15. childurn *for* children. 16.
lookin *for* looking. 18. husbun *for* husband. 23. toluble
for tolerable. 25. abàout *for* about.

QUESTIONS.

What is this Rule? Can you repeat any part of the story of this Lesson?

Remark. In learning everything, except the Sacred Scripture, it is best to attend principally to the sense, and use your own language in telling it: but the Sacred Scripture should be repeated in the very words that are written.

dis-con-tent-ed
naugh-ty
ex-press-ion
ir-ri-ta-ble
ac-com-pa-nied
cau-tious-ly

al-ter-a-tion
ad-vance
has-ten-ed
pro-ceed-ed
home-ward
mer-ri-ly

re-spect-a-ble
in-clo-sed
jour-ney
break-fast
re-fresh-ment
oc-ca-sion-al-ly

LESSON XLIV.

RULE. When you are alone, think of your faults: when you are with others, correct them. This rule applies to reading, and to all things that you do.

THE BLIND BOY—*concluded.*

1. MRS. PERCIVAL now made some inquiries respecting Henry. She found that he had never been able to see, but that no skilful person had been consulted respecting his eyes. His mother said that no one in the neighborhood where she had lived, understood such cases, and that they were too poor to go elsewhere for advice, though several persons had said it ought to be done.

2. This conversation gave rise to a plan in Mrs. Percival's mind, but she did not wish to mention it till she should have an opportunity of consulting her husband.

3. They now reached the house; and after suitable refreshments had been given to Mrs. Lawrence and Henry, a comfortable room was prepared for them, and they retired to rest themselves. The children were very still, fearing to disturb the poor, weary travellers.

4. It was pleasing to observe how cautious Julius was to avoid making any noise. He even gave up his favorite plays, and, taking a book filled with pictures and stories, he quietly seated himself by his cousins; and if he wished to ask any questions, he was careful to do it in a whisper.

5. Mrs. Percival took this opportunity to speak to her husband of the strong desire she felt, that suita-

ble advice should be procured for Henry. The surgeon in their neighborhood was considered very skilful in diseases of the eyes, and Mr. Percival entered readily and warmly into his wife's views.

6. An hour or two passed away, and Mrs. Lawrence with Henry returned to the parlor, much rested and refreshed. The children had leave to go to their play room, where they kindly chose games in which Henry could join. They continually became more interested in the little blind boy, and delighted to explain everything to him; and they tried to invent some method of making him comprehend how their play things looked.

7. Mr. and Mrs. Percival hastened to mention to Mrs. Lawrence their wish that she should remain with them for a time, and that every means should be used to give sight to her child. The mother's heart was filled with gratitude for their kindness. A letter was despatched to her brother, telling of all that had befallen them thus far, and of her decision to remain for the present where she was, if he should think it well, and if any hope were given for Henry.

8. The next day Mrs. Lawrence was visited by her brother. Their meeting was very affectionate, and Mr. Percival's family were much pleased with the intelligence, kind feelings, and unpretending, gentlemanly manners of Mr. Ward. During his stay the surgeon was called in. After attentively considering Henry's case, he expressed much confidence that an operation would prove successful.

9. It was now Saturday, and the trial was appointed for the next Monday. Mr. Ward could not remain longer, but promised to see them again soon.

10. At an early hour on Monday, everything was prepared for the operation. As the children could do no good, they remained in another room; but, with feelings of the deepest sympathy, each one waited in silence for news respecting their suffering friend.

11. Mr. and Mrs. Percival, with Henry's mother, stood by him. Henry was unwilling that his mother should leave him, and, indeed, she could not do it in this trying hour.

12. The surgeon spoke to him very tenderly, and told him he was now ready to begin; and that he thought it would be necessary to confine him, so that he need not start, or move suddenly. But the little fellow said—'Oh, I will keep so very still, nobody shall know I am here; but don't tie my hands.'

13. 'He can bear a great deal,' said his mother, 'a great deal of pain.' He was allowed to remain unconfined, and no living thing could have kept more entirely motionless. Scarcely one groan escaped him.

14. The operation was very short, and was successful. The little boy shook his head and said, 'What is it? I feel as though it had come morning—and the weather was warm again—and I was waking up—and the birds were singing: Mother, what is it?—Where is mother?—Speak, mother.'

15. His mother sunk on her knees; 'I thank thee, Heavenly Father,' was all she could say. Her well known voice called his attention. He turned, as he ever did, towards the spot whence the sound proceeded, and now knew that he could see his mother. Nothing could restrain him longer: he sprang

Ward felt desirous to have his sister and her son at his own house; and as soon as Henry's sight was confirmed, he came for them. They took a gratefully affectionate leave of Mr. Percival's family, but the sadness of parting was cheered by many promises of soon, and frequently seeing each other.

25. A short ride brought them to the place which was now to be their home. Here they found everything pleasant and convenient, and very soon felt that they had found a comfortable and a happy home.

26. There was an excellent school in the neighborhood, and as soon as it was judged proper, Henry commenced his studies. Here again all was new, and all was delightful. It seemed to him no hard task to learn, but a privilege and a blessing; and his progress was very rapid.

27. Henry's early blindness appeared to have given a serious and studious cast to his character, and a calmness and kindness to all his feelings. Yet he was not wanting either in energy or activity.

28. The friendship and affection which Mr. Percival's family and Julius had felt for Henry and his mother, continued unabated. The young people frequently exchanged visits, and many of Henry's vacations were passed either at Mr. Percival's or with Julius, whose father also became much interested for his son's favorite friend; so much so, that some years after, when Julius was placed at one of the most celebrated academies, his father begged that Henry might go also, and insisted on bearing the whole expense of his remaining education.

29. The reformation in Julius proved to be no momentary thing: but there remained a boldness

and daring in his character, which were admirably met by the mild firmness and forbearance of Henry's. While at the academy, and through their college course, their early friendship remained unbroken. Indeed they continued very useful to each other through their whole lives.

30. Julius became a lawyer, and was an ornament to his profession. Henry devoted his heart and all his talents to the ministry; and he who was once blind, became the blessed instrument of conveying light and life to many a benighted soul.

31. To their mutual friends their excellent conduct afforded the purest happiness. Henry's mother would often gaze on her son, and with a full heart say to herself, 'Can this be my boy, who was born blind! Bless the Lord, Oh, my soul, who healeth our diseases—who crowneth us with loving kindness and tender mercies.'

ERRORS.

5. wawmly *for* warmly. 12. feller *for* fellow. 21. diffikilty *for* difficulty; larned *for* learned. 26. exslent *for* excellent. 31. frens *for* friends.

QUESTIONS.

What is this Rule? Can you give any more account of the Blind Boy? Who continued so friendly to him? Who paid for his education? What profession did Julius choose? What did Henry select?

con-sult-ing
fa-vor-ite
com-pre-hend
in-tel-li-gence
sur-geon
suc-cess-ful

mind-ful
e-qual-ly
dis-tan-ces
con-fu-sion
soft-en-ed
con-fine-ment

dis-tin-guish
in-dulg-ed
pleas-ant-ly
ex-chang-ed
ed-u-ca-tion
friend-ship

LESSON XLV.

RULE. As we cannot read well what we do not **understand**, we need to study what seems difficult, and look in a dictionary for the meaning of all hard words.

Remark. No scholar that can use a dictionary, should neglect at any time to use it every day, and whenever he finds a hard word.

LOVE OF THE DIVINE PROVIDENCE.

1. **VERY** few persons have learned to love the Lord so well, as to be cheerful and happy in all that He does for them. Most of us are continually striving to bring everything to pass in our own way. We lay our own plans, not only for to-day, but for to-morrow, and for our whole lives; yet we know not what a day shall bring forth, and are continually liable to have all our purposes subverted.

2. When our plans fail, we are disappointed; and not unfrequently we are offended with those who seem to destroy our hopes. Hence come quarrels. A man, or woman, or child, has laid a plan, and is deeply interested to have it succeed. Some other person has another plan that interferes with this, and perhaps destroys it. Hard thoughts, hard feelings, hard words, and sometimes the grossest quarrelling, are the consequences.

3. Many times, also, our plans fail, when no one appears to oppose them. Sickness, death, and a thousand unforeseen occurrences, which we can neither prevent nor control, render it necessary to change our purposes, or entirely abandon them. Indeed, if we carefully noticed for a single week, how differently from our own plans and desires all

things come to pass, we should be ready to exclaim—‘O Lord, I know that the way of man is not in himself: it is not in man that walketh, to direct his steps.’

4. Those who rightly consider this, rejoice that it is so. They see and know that their own wisdom, and their own desires, are not proper to direct them. They rejoice that the Lord reigns in heaven and in the earth: and they know that their true wisdom and happiness consist in learning the ways of the Lord, and doing His pleasure. If we were entirely satisfied to have the Lord rule, and order all things according to His mercy and His truth, nothing would disappoint us—nothing would offend us—nothing would harm us.

5. In the course of a life which is yet not very long, Providence has placed me in a great variety of situations, and among persons of different nations, different habits, and different religions. In every place I have found some who know that the Lord made, and that he governs the world: and among these I have found some who love, at certain times, to have the Lord govern.

6. But among all whom I have known, my memory tells of only one, who daily, and at all times, and under all circumstances, seemed to say with a full heart to the Lord—‘NOT MY WILL, BUT THINE BE DONE.’ Only this one person have I known, who never seemed to feel in any degree anxious for the future, or disappointed and irritated by the present.

7. This remarkable person was a lady, who, when I was acquainted with her, was about sixty-five years of age. She lived in the United States,

had several children, was the mistress of a large family, and had the principal care of a public-house or tavern. I am not at liberty to tell her name, nor where she lived; but the reader may wish to know many other things respecting her, and I shall reply to his questions and remarks as correctly as I can. I must first, however, state, that twenty years have passed since my acquaintance with the lady.

8. *Reader.* I suppose that every one tried to make the lady happy, and to do everything to please her.

9. *Writer.* There were about a dozen persons in the family; and no one, except herself, was uncommonly kind or amiable. There were frequently many travellers, or other visitors, who came for refreshments and lodging. They were not allowed to be rude and disorderly, but they made work to be done, and rendered the family more difficult to be kept in good order.

10. *Reader.* It seems, then, that the lady was an active, working woman. I supposed she must have sat quietly in her room, while others did all the work.

11. *Writer.* She was not able to do the hardest of the work, but she was always active, and took the principal care of the whole household. Others worked, but she directed them.

12. *Reader.* And was she always kind and good-humored towards those who worked for her? When they did wrong, did she not scold or fret, like other folks?

13. *Writer.* Every person in the family told me she was uniformly and equally kind and pleasant; and I resided in the family four or five months, and saw her a great deal every day; and no fretful

word, or harsh expression, or unpleasant look, or sharpness of voice, was known in a single instance. If others behaved ill, (which was often the case,) she would reprove them with great firmness, but with perfect mildness, and without any anger.

14. *Reader.* But if others spoke harshly to her, and were impudent, how would she bear that?

15. *Writer.* No one who was not very angry, and wholly unreasonable, would treat her disrespectfully, for no one suspected for a moment that she felt wrong or did wrong. But the naughty boys, and the cook, and even her husband, were sometimes angry enough to treat her very unkindly and disrespectfully. I have, then, and at other times, seen her look grieved; but I never saw her countenance lose anything of its expression of love towards any individual; nor did she return a word of scolding reproof.

16. *Reader.* There are some persons who seem always good-humored, but who are weak, and silly, and incapable of thinking or feeling much about anything: was not the lady one of that sort?

17. *Writer.* No, nothing like it. She was an intelligent, thoughtful woman; capable of conducting all the affairs of her household with great judgment and prudence; of appearing with great dignity in any company, and was full of warm-hearted benevolence. The dignity, which she displayed on all occasions, was by no means that mighty, self-considerate, and self-important air, which some persons assume; but it was the ornament of a meek and quiet spirit. She was always interested in the welfare of those around her; and while endeavoring to

promote it, with good judgment and pure affections, her whole demeanor appeared to every one to be most graceful and dignified.

ERRORS.

4. dizzires *for* desires; disappint *for* disappoint. 8. evry *for* every. 9. amible *for* amiable; diffikilt *for* difficult. 13. munse *for* months; hash *for* harsh. 17. endeavring *for* endeavoring.

QUESTIONS.

What is the Rule? What Remark follows it?

For what was this lady remarkable? Is it your duty to be as kind, and friendly, and contented, as she was? Did she appear to love herself more than others?

sub-vert-ed
con-se-quence
dis-ap-point
ac-quaint-ance
re-fresh-ments
house-hold

re-mark-a-ble
cir-cum-stan-ces
dis-or-der-ly
u-ni-form-ly
e-qual-ly
dif-fi-cult

sharp-ness
firm-ness
dig-ni-ty
oc-ca-sions
wel-fare
de-mean-or

LESSON XLVI.

RULE. As soon as you can understand by a dictionary how words should be pronounced, you should be in the habit of consulting it, that you may avoid all errors.

LOVE OF THE DIVINE PROVIDENCE—concluded.

1. *Reader.* Had the lady of whom you speak, been so calm and of so heavenly a temper, even from her infancy?

2. *Writer.* No; such feelings, and such a life, were not the natural growth of her heart. She told me, when I asked her, that she was formerly selfish

and irritable. Her meekness, humility, and benevolence, were heavenly plants from the garden of the Lord, which had been engrafted on her mind, and now bore good fruit an hundred fold.

3. *Reader.* I think you said that she never appeared to feel disappointed; but she could not always have had everything just as she wished and expected.

4. *Writer.* She never seemed to form any plan, and set her heart upon it, as others do. Whatever appeared to be her duty, she would undertake to do with much energy and attention; but when anything occurred to change her course, she always smiled, and often said, 'The Lord ordereth all things right.' However sudden and important any change might be, that was made in her domestic affairs, she seemed perfectly prepared for it; and, with a mind wholly undisturbed, she would go forward with the new course of duty.

5. *Reader.* She doubtless had money enough, so that she could purchase all she wanted.

6. *Writer.* She wanted nothing but to do good. She had what she thought was enough; but money would not purchase all things. In that part of the country suitable provisions for the tavern could not be easily obtained at all times.

7. *Reader.* Suppose that she needed provisions for company that she expected, and could not obtain them; how would she feel, and what would she do?

8. *Writer.* She made all suitable exertions to be well furnished for such occasions; but if she failed, she waited calmly and patiently to see how the Lord

would provide. Before the company came, some one called to sell what was needed; or, perhaps the company failed of coming; or, if they did come, they preferred just what she had to give them. In some such way, it always worked right; and, although she did what she could to provide, she was always calm, and confident that what the Lord did not enable her to do, He would do in another way.

9. *Reader.* This is very remarkable! Do you know this to be true, or do you guess at it?

10. *Writer.* I frequently conversed with her and others of the family respecting it, and had some opportunities for being a witness; and I have no doubt that I represent the facts with perfect fairness.

11. *Reader.* Was she ever sick, or had she any other great source of trouble?

12. *Writer.* She had a very severe and painful illness while I boarded at her house; and for several days we expected her death. She spoke freely of her sufferings when we inquired; but there was no sound of complaint. She said that she should suffer only so much as was good for her, and that it was easy to bear anything that the Lord laid upon her, because He seemed to bear it for her.

13. *Reader.* Did she appear to have any fear of death?

14. *Writer.* None at all. I asked whether she desired to die, that she might be free from those pains. She answered—'No; while the Lord permits the pains, they will do good. I feel perfectly willing either to die, or recover, or remain as I am,—just as the Lord pleases. Heaven is a world far

Better than this; but the Lord only knows when it is best for me to remove.'

15. *Reader.* I wish that I could have seen her countenance when others were angry and treated her harshly.

16. *Writer.* You could never forget its expression. She would look with the most heavenly mildness, and some appearance of grief, directly in the face of the angry offender. Then her countenance was wholly irresistible. Neither her husband, nor any one else that was guilty, could bear it for a moment. He would turn away ashamed and distressed, and seemed to be tortured by her presence. But, when the passion had gone, and sorrow had taken its place, her countenance would seem like the brightness and the fragrance of a summer's morning.

17. *Reader.* Do you know whether others had the same opinion of this lady, that you had? There might have been some peculiar causes for her appearing to you more perfect than she was. Or, it may be, that you are only trying to treat me with a good story which is not really true.

18. *Writer.* I frequently conversed with her neighbors respecting her, and with her minister, and others who had resided in her family much longer than I did. None was able to name a single fault: and each one believed all that I have here stated, and much more of the same kind, which I am not at liberty to disclose. The story which I relate, is no fiction.

19. *Reader.* Is this lady still living?

20. *Writer.* She seemed to be of the number, of whom the Lord said—'Whosoever liveth and be-

lieveth in me, shall never die.' She left this world several years ago, and went home to the mansions prepared for her in her Father's house. The memory of her virtues has been a blessing to me, and I record them for the benefit of my children and the reader.

ERRORS.

4. perfectly *for* perfectly. 8. cazhons *for* occasions. 15. countnance *for* countenance. 16. tortered *for* tortured. 17. pearing *for* appearing. 20. bleeveth *for* believeth; sevful *for* several; memry *for* memory.

QUESTIONS.

What is the Rule?

Can you give any description of this lady? What book do you suppose taught her to live so well?

meek-ness
do-mes-tic
pur-chase
pa-tient-ly
ir-re-sist-i-ble
man-sions

vir-tues
ben-e-fit
con-fi-dem
guilt-y
bright-ness
fra-grance

re-si-ded
dis-close
fur-nish-ed
work-ed
wit-ness
who-so-ev-er

LESSON XLVII.

RULE. All poetry should be read according to the sense, and not for the sake of making it rhyme and jingle. As blank verse has no rhymes, great care must be had in reading it, that no pauses are made at the ends of the lines, except what the sense requires.

SPECIMENS OF BLANK VERSE.

1. ALL flesh is grass, and all its glory fades
Like the fair flower dishevelled in the wind;

- Riches have wings, and grandeur is a dream;
The man we celebrate must find a tomb,
And we, that worship him, ignoble graves.
2. Nothing is proof against the general curse
Of vanity, that seizes all below.
The only amaranthine flower on earth
Is virtue; the only lasting treasure, truth.
3. But what is truth? 't was Pilate's question put
To Truth itself, that deigned him no reply.
And wherefore? will not God impart his light
To them that ask it?—Freely—'t is his joy,
His glory, and his nature to impart.
But to the proud, uncandid, insincere,
Or negligent inquirer, not a spark.
4. What's that which brings contempt upon a book,
And him that writes it, though the style be neat,
The method clear, and argument exact?
That makes a minister in holy things
The joy of many, and the dread of more,
His name a theme for praise and for reproach?—
That while it gives us worth in God's account,
Depreciates and undoes us in our own?
5. What pearl is it that rich men cannot buy,
That learning is too proud to gather up,
But which the poor and the despised of all,
Seek and obtain, and often find unsought?
Tell me, and I will tell thee, what is truth.
6. Well—one at least is safe. One sheltered here
Has never heard the sanguinary yell
Of cruel man, exulting in her woes.
Innocent partner of my peaceful home,
Whom ten long years' experience of my case
Has made at last familiar, she has lost
Much of her vigilant instinctive dread,
Not needful here, beneath a roof like mine.
7. Yes—thou mayst eat thy bread, and lick the hand
That feeds thee; thou mayst frolic on the floor

At evening, and at night retire secure
To thy straw couch, and slumber unalarmed,
For I have gained thy confidence, have pledged
All that is human in me, to protect
Thine unsuspecting gratitude and love.
If I survive thee, I will dig thy grave,
And when I place thee in it, sighing, say,
I knew at least one hare that had a friend.

8. In colleges and halls, in ancient days,
When learning, virtue, piety, and truth
Were precious, and inculcated with care,
There dwelt a sage called Discipline. His head
Not yet by time completely silvered o'er,
Bespoke him past the bounds of freakish youth,
But strong for service still, and unimpaired.
9. His eye was meek and gentle, and a smile
Played on his lips, and in his speech was heard
Paternal sweetness, dignity and love.
The occupation dearest to his heart
Was to encourage goodness. He would stroke
The head of modest and ingenuous worth,
That blushed at its own praise, and press the youth
Close to his side that pleased him. Learning grew
Beneath his care, a thriving, vigorous plant ;
The mind was well informed, the passions held
Subordinate, and diligence was choice.
10. If e'er it chanced, as sometimes chance it must,
That one among so many overleaped
The limits of control, his gentle eye
Grew stern, and darted a severe rebuke ;
His frown was full of terror, and his voice
Shook the delinquent with such fits of awe
As left him not, till penitence had won
Lost favor back again, and closed the breach.
11. But Discipline, a faithful servant long,
Declined at length into the vale of years ;
A palsy struck his arm, his sparkling eye
Was quenched in rheums of age, his voice unstrung,

Grew tremulous, and moved derision more
Than reverence, in perverse rebellious youth.

12. So colleges and halls neglected much
Their good old friend, and Discipline at length,
O'erlooked and unemployed, fell sick and died.
Then study languished, emulation slept,
And virtue fled. The schools became a scene
Of solemn farce, where ignorance in stilts
His cap well lined with logic not his own,
With parrot tongue performed the scholar's part,
Proceeding soon a graduated dunce.

13. Whom call we gay? That honor has been long
The boast of mere pretenders to the name.
The innocent are gay—the lark is gay
That dries his feathers saturate with dew
Beneath the rosy cloud, while yet the beams
Of day-spring overshoot his humble nest.
14. The peasant too, a witness of his song,
Himself a songster, is as gay as he.
But save me from the gayety of those,
Whose head-aches nail them to a noon day bed;
And save me too from theirs, whose haggard eyes
Flash desperation, and betray their pangs
For property stripped off by cruel chance;
From gayety that fills the bones with pain,
The mouth with blasphemy, the heart with wo.

15. He is the freeman whom the truth makes free,
And all are slaves beside. There's not a chain,
That hellish foes confederate for his harm,
Can wind around him, but he casts it off
With as much ease as Samson his green withes.
He looks abroad into the varied field
Of Nature, and though poor, perhaps, compared
With those whose mansions glitter in his sight,
Calls the delightful scenery all his own.

26. His are the mountains, and the valleys his,
And the resplendent rivers. His to enjoy,
With a propriety that none can feel,
But who, with filial confidence inspired,
Can lift to heaven an unpresumptuous eye,
And smiling, say—My father made them all.

ERRORS.

1. grandur *for* grandeur. 5. gether *for* gather. 6
heerd *for* heard. 8. bouns *for* bounds. 13. in'cent *for*
innocent. 16. unpresumchus *for* unpresumptuous.

QUESTIONS.

What is the Rule over this Lesson? How do you distinguish
blank verse from other poetry?

2. Should there be a pause after *curse*?
6. What pause is after *well*? How long should it be?
9. Should the voice pause at *smile*?
13. Should the voice pause at the end of the first line?

cel-e-brate
con-fi-dence
san-guin-a-ry
dis-ci-pline
de-lin-quent
grad-u-a-ted

re-proach
con-tempt
in-stinct-ive
en-cour-age
des-pe-ra-tion
o-ver-shoot

rheums
lo-gic
man-sions
re-splen-dent
smi-ling
val-leys

GENERAL RULES

FOR READING THE SACRED SCRIPTURES.

RULE 1. While you are reading the Sacred Scriptures you should consider that they are the Word of the Lord, and must, therefore, be read with great attention and seriousness, and also more slowly than other writings.

RULE 2. Consider that what you read, is given by the Lord to teach *you*, as well as the *persons who hear you read*.

RULE 3. Read as though you were seriously and meekly telling your hearers *what the Scripture says to you and to them*.

RULE 4. Be careful that you do not read the words of the Scriptures as though they were your own words. In reading other writings we are allowed to speak as though we were in the place of the writer, or as though the composition were our own: but in reading the Word of the Lord, we should read in the manner directed in Rule 3.

RULE 5. When you find proper names that you do not certainly know how to pronounce, always look in a Dictionary. You will find a table of the Scripture Proper Names near the end of almost every Dictionary; and it is very wrong to mispronounce them when you can so easily learn to pronounce them correctly.

RULE 6. Read the Bible as though it were not divided into verses. If you stop, and let your voice fall at the end of every verse, you will frequently do it where there is not a period, nor the end of a sentence.

RULE 7. When references are made in writing to the Books, Chapters, and Verses of the Bible, it is commonly done by numbers; and the Roman Letters stand for Chapters, and the Arabic Figures stand for Verses. Thus: *Gen. XII. 15*, signifies *Genesis, twelfth chapter, fifteenth versè*. *1. Kings XVII.* signifies *First Book of Kings, seventeenth chapter*.

Psalm CXIX. 53, signifies Psalm one hundred nineteenth, fifty-third verse: or one hundred and nineteenth Psalm, fifty-third verse.

Isa. L. 4—9, signifies, Isaiah, fiftieth chapter, from the fourth verse to the ninth.

NOTE. Those words in the Bible that are printed in *Italic letters*, are not so printed to denote that they are to have a stronger emphasis than others. The books of the Old Testament were written in the Hebrew language, and the New Testament was written in the Greek language. Those who translated the Bible into English, were obliged to put some words into their translation that had no Hebrew or Greek words corresponding to them; and when they inserted any such word, it was printed in *Italic letters*. Sometimes the translators inserted words that are unnecessary; but they thought them necessary to express the true meaning.

When the Bible was written, it was not divided into chapters and verses.

In many Bibles and Testaments there are some words in *Italic letters* over the tops of the chapters, to tell what subjects are treated of; but those words do not belong to the Scriptures.

LESSON XLVIII.

RULE. Where the word *saying*, or *said*, is immediately followed by what is said, the voice must not fall, and there must be no longer pause than is common at a comma.

Examples. See the end of verse 2, and verse 8, of this Lesson; see also examples in verses 4, 5, 7, 8, and several other places in the next Lesson.

I. KINGS, CHAPTER XVII.

1. AND Elijah the Tishbite, *who was* of the inhabitants of Gilead, said unto Ahab, *As* the LORD God of Israel liveth, before whom I stand, there shall not be dew nor rain these years, but according to my word.

2. And the word of the LORD came unto him, saying,

3. Get thee hence, and turn thee eastward, and hide thyself by the brook Cherith, that *is* before Jordan.

4. And it shall be, *that* thou shalt drink of the brook; and I have commanded the ravens to feed thee there.

5. So he went and did according unto the word of the LORD: for he went and dwelt by the brook Cherith, that *is* before Jordan.

6. And the ravens brought him bread and flesh in the morning, and bread and flesh in the evening, and he drank of the brook.

7. And it came to pass after a while, that the brook dried up, because there had been no rain in the land.

8. And the word of the LORD came unto him, saying,

9. Arise, get thee to Zarephath, which *belongeth* to Zidon, and dwell there: behold, I have commanded a widow woman there to sustain thee.

10. So he arose and went to Zarephath. And when he came to the gate of the city, behold, the widow woman *was* there gathering of sticks: and he called to her and said, Fetch me, I pray thee, a little water in a vessel, that I may drink.

11. And as she was going to fetch *it*, he called to her, and said, Bring me, I pray thee, a morsel of bread in thine hand.

12. And she said, *As* the LORD thy God liveth, I have not a cake, but a handful of meal in a barrel, and a little oil in a cruse: and behold, I *am* gathering two sticks, that I may go in and dress it for me and my son, that we may eat it, and die.

13. And Elijah said unto her, Fear not ; go *and* do as thou hast said : but make me thereof a little cake first, and bring *it* unto me, and after make for thee and for thy son :

14. For thus saith the LORD God of Israel, The barrel of meal shall not waste, neither shall the cruse of oil fail, until the day *that* the LORD sendeth rain upon the earth.

15. And she went and did according to the saying of Elijah : and she, and he, and her house, did eat *many* days.

16. *And* the barrel of meal wasted not, neither did the cruse of oil fail, according to the word of the LORD, which He spake by Elijah.

17. And it came to pass after these things, *that* the son of the woman, the mistress of the house, fell sick ; and his sickness was so sore, that there was no breath left in him

18. And she said unto Elijah, What have I to do with thee, O thou man of God ? art thou come unto me to call my sin to remembrance, and to slay my son ?

19. And he said unto her, Give me thy son. And he took him out of her bosom, and carried him up into a loft, where he abode, and laid him upon his own bed.

20. And he cried unto the LORD, and said, O LORD my God, hast Thou also brought evil upon the widow with whom I sojourn, by slaying her son ?

21. And he stretched himself upon the child three times, and cried unto the LORD, and said, O LORD, my God, I pray Thee, let this child's soul come into him again.

22. And the LORD heard the voice of Elijah; and the soul of the child came into him again, and he revived.

23. And Elijah took the child, and brought him down out of the chamber into the house, and delivered him unto his mother: and Elijah said, See, thy son liveth.

24. And the woman said to Elijah, Now by this I know that thou *art* a man of God, *and* that the word of the LORD in thy mouth *is* truth.

ERRORS.

3. Che'rith, with *ch* soft instead of like *k*. 9. Zare'-phath *for* Zar'ephath. 11. mossel *for* morsel. 14. nuther *for* neither. 20. widder *for* widow. 21. chiles *for* child's.

QUESTIONS.

2. What pause should you make after *saying*?

NOTE. The principal pause in this verse, and in the 8th, is after *him*.

What is the first General Rule? What is the second? 8. Should the voice fall at the end of this verse?

in-hab-it-ants
com-mand-ed
hand-ful
re-mem-brance
de-liv-er-ed
east-ward

E-li-jah
Tish-bite
Gil-e-ad
Is-ra-el
Zar-e-phath
Che-rith

stretch-ed
bar-rel
bo-som
sus-tain
sick-ness
go-ing

LESSON XLIX.

RULE. In reading the Sacred Scriptures we should be still more careful than in reading anything else, to avoid

abbreviating or clipping the words, and huddling them together. They should be read very distinctly and deliberately.*

II. KINGS, CHAPTER V.

1. Now Naaman, captain of the host of the king of Syria, was a great man with his master, and honorable, because by him the Lord had given deliverance unto Syria : he was also a mighty man in valor, *but he was a leper.*

2. And the Syrians had gone out by companies, and had brought away captive out of the land of Israel a little maid ; and she waited on Naaman's wife.

3. And she said unto her mistress, Would God my lord *were* with the prophet that is in Samaria ! for he would recover him of his leprosy.

4. And *one* went in, and told his lord, saying, Thus and thus said the maid that is of the land of Israel.

5. And the king of Syria said, Go to, go, and I will send a letter unto the king of Israel. And he departed, and took with him ten talents of silver, and six thousand *pieces* of gold, and ten changes of raiment.

6. And he brought the letter to the king of Israel, saying, Now when this letter is come unto thee, behold, I have *therewith* sent Naaman my servant to thee, that thou mayst recover him of his leprosy.

7. And it came to pass, when the king of Israel

* NOTE. There is a numerous class of words ending in *ed*, that are contracted in reading other books, which some persons prefer pronouncing fully in reading the Bible : such as *appeared*, *dispelled*, *amazed*, *expressed*, &c. It is becoming unfashionable, however, among good readers, to pronounce the *ed* in such words distinctly ; and there seems to be no good reason for requiring children to learn to do it.

had read the letter, that he rent his clothes, and said, 'Am I God, to kill and to make alive, that this man doth send unto me to recover a man of his leprosy? Wherefore consider, I pray you, and see how he seeketh a quarrel against me.

8. And it was so, when Elisha the man of God had heard that the king of Israel had rent his clothes, that he sent to the king, saying, Wherefore hast thou rent thy clothes? let him come now to me, and he shall know that there is a prophet in Israel.

9. So Naaman came with his horses and with his chariot, and stood at the door of the house of Elisha.

10. And Elisha sent a messenger unto him, saying, Go and wash in Jordan seven times, and thy flesh shall come again unto thee, and thou shalt be clean.

11. But Naaman was wroth, and went away, and said, Behold, I thought, He will surely come out to me, and stand, and call on the name of the Lord his God, and strike his hand over the place, and recover the leper.

12. *Are* not Abana and Pharpar, rivers of Damascus, better than all the waters of Israel? may I not wash in them, and be clean? So he turned and went away in a rage.

13. And his servants came near, and spake unto him, and said, My father, *if* the prophet had bid thee *do some* great thing, wouldst thou not have done *it*? how much rather then, when he saith to thee, Wash, and be clean?

14. Then went he down, and dipped himself seven times in Jordan, according to the saying of the man of God: and his flesh came again like unto the flesh of a little child, and he was clean.

15. And he returned to the man of God, he and all his company, and came and stood before him; and he said, Behold, now I know that *there is no* God in all the earth, but in Israel: now, therefore, I pray thee, take a blessing of thy servant.

16. But he said, *As the Lord liveth*, before whom I stand, I will receive none. And he urged him to take it; but he refused.

17. And Naaman said, Shall there not then, I pray thee, be given to thy servant two mules' burden of earth? for thy servant will henceforth offer neither burnt-offering nor sacrifice unto other gods, but unto the Lord.

18. In this thing the Lord pardon thy servant, *that* when my master goeth into the house of Rimmon to worship there, and he leaneth on my hand, and I bow myself in the house of Rimmon: when I bow down myself in the house of Rimmon, the Lord pardon thy servant in this thing.

19. And he said unto him, Go in peace. So he departed from him a little way.

20. But Gehazi, the servant of Elisha, the man of God, said, Behold, my master hath spared Naaman, this Syrian, in not receiving at his hands that which he brought: but *as the Lord liveth*, I will run after him, and take somewhat of him.

21. So Gehazi followed after Naaman. And when Naaman saw *him* running after him, he lighted down from the chariot to meet him, and said, *Is all well?*

22. And he said, All is well. My master hath sent me, saying, Behold, even now there be come to me from mount Ephraim two young men of the sons of the prophets: give them, I pray thee, a talent of silver, and two changes of garments.

23. And Naaman said, Be content, take two talents. And he urged him, and bound two talents of silver in two bags, with two changes of garments, and laid *them* upon two of his servants; and they bare *them* before him.

24. And when he came to the tower, he took *them* from their hand, and bestowed *them* in the house; and he let the men go, and they departed.

25. But he went in, and stood before his master: and Elisha said unto him, Whence *comest thou*, Gehazi? And he said, Thy servant went no whither.

26. And he said unto him, Went not my heart *with thee*, when the man turned again from his chariot to meet thee? *Is it* a time to receive money, and to receive garments, and olive-yards, and vineyards, and sheep, and oxen, and men-servants, and maid-servants?

27. The leprosy therefore of Naaman shall cleave unto thee and unto thy seed forever. And he went out from his presence a leper *as white* as snow.

ERRORS.

1. cap'n *for* captain; honorable *for* honorable; leeper *for* leper. 8. cloze *for* clothes; Isrel *for* Israel. 9. charit *for* chariot. 17. Na'man *for* Na'a-man. 21. follered *for* followed. 22. Ephrum *for* Ephraim.

QUESTIONS.

What is the Rule? What is the third General Rule? 4. What pause should be at *saying*? Where is the longest pause in this verse?

7. What pause should be at *said*?

12. Abana is sometimes accented on the first syllable, and sometimes on the second.

20. Gehazi has hard *g*, as in *get*.

de-part-ed
lep-ro-sy
sac-ri-fice
vine-yards
be-stow-ed
gar-ments

Na-a-man
Syr-i-a
E-li-sha
Da-mas-cus
Ge-ha-zi
Phar-par

com-pa-ny
re-cov-er
char-i-ot
where-fore
quar-rel
hon-or-a-ble

LESSON L.

RULE. Although the Sacred Scriptures are to be read slowly and very seriously, yet a drawling manner, and all unnatural tones, are to be carefully avoided.

DEUTERONOMY, CHAPTER XI.

1. **THEREFORE** thou shalt love the **LORD** thy God, and keep His charge, and His statutes, and His judgments, and His commandments, always.

2. And know ye this day: for I *speak* not with your children which have not known, and which have not seen the chastisement of the **LORD** your God, His greatness, His mighty hand, and His stretched-out arm,

3. And his miracles, and His acts, which He did in the midst of Egypt, unto Pharaoh the king of Egypt, and unto all his land;

4. And what He did unto the army of Egypt, unto their horses and to their chariots; how He made the water of the Red Sea to overflow them as they pursued after you, and *how* the **LORD** hath destroyed them unto this day;

5. And what He did unto you in the wilderness until ye came into this place;

6. And what He did unto Dathan and Abiram, the sons of Eliab, the son of Reuben: how the earth

opened her mouth, and swallowed them up, and their households, and their tents, and all the substance that *was* in their possession, in the midst of all Israel :

7. But your eyes have seen all the great acts of the LORD which He did.

8. Therefore shall ye keep all the commandments which I command you this day, that ye may be strong, and go in and possess the land, whither ye go to possess it ;

9. And that ye may prolong *your* days in the land which the LORD sware unto your fathers to give unto them, and to their seed, a land that floweth with milk and honey.

10. For the land, whither thou goest in to possess it, *is* not as the land of Egypt, from whence ye came out, where thou sowedst thy seed and wateredst *it* with thy foot, as a garden of herbs :

11. But the land, whither ye go to possess it, *is* a land of hills and valleys, *and* drinketh water of the rain of heaven :

12. A land which the LORD thy God careth for : the eyes of the LORD thy God *are* always upon it, from the beginning of the year even unto the end of the year.

13. And it shall come to pass, if ye shall hearken diligently unto My commandments which I command you this day, to love the LORD your God, and to serve Him with all your heart and with all your soul,

14. That I will give *you* the rain of your land in his due season, the first rain and the latter rain, that thou mayst gather in thy corn, and thy wine, and thine oil.

15. And I will send grass in thy fields for thy cattle, that thou mayst eat and be full.

16. Take heed to yourselves, that your heart be not deceived, and ye turn aside, and serve other gods, and worship them;

17. And *then* the LORD's wrath be kindled against you, and He shut up the heaven, that there be no rain, and that the land yield not her fruit; and *lest* ye perish quickly from off the good land which the LORD giveth you.

18. Therefore shall ye lay up these My words in your heart and in your soul, and bind them for a sign upon your hand, that they may be as frontlets between your eyes.

19. And ye shall teach them your children, speaking of them when thou sittest in thy house, and when thou walkest by the way, when thou liest down, and when thou risest up.

20. And thou shalt write them upon the doorposts of thy house, and upon thy gates:

21. That your days may be multiplied, and the days of your children, in the land which the LORD swore unto your fathers to give them, as the days of heaven upon the earth.

22. For if ye shall diligently keep all these commandments which I command you, to do them, to love the LORD your God, to walk in all His ways, and to cleave unto Him;

23. Then will the LORD drive out all these nations from before you, and ye shall possess greater nations and mightier than yourselves.

24. Every place whereon the soles of your feet shall tread, shall be yours: from the wilderness and Lebanon, from the river, the river Euphrates, even unto the uttermost sea shall your coast be.

25. There shall no man be able to stand before you; *for* the LORD your God shall lay the fear of you, and the dread of you, upon all the land that ye shall tread upon, as He hath said unto you.

26. Behold, I set before you this day a blessing and a curse :

27. A blessing, if ye obey the commandments of the LORD your God, which I command you this day ;

28. And a curse, if ye will not obey the commandments of the LORD your God, but turn aside out of the way which I command you this day, to go after other gods which ye have not known.

29. And it shall come to pass when the LORD thy God hath brought thee in unto the land whither thou goest to possess it, that thou shalt put the blessing upon mount Gerizim, and the curse upon mount Ebal.

30. *Are* they not on the other side Jordan, by the way where the sun goeth down, in the land of the Canaanites, which dwell in the champaign over against Gilgal, beside the plains of Moreh ?

31. For ye shall pass over Jordan to go in to possess the land which the LORD your God giveth you, and ye shall possess it, and dwell therein.

32. And ye shall observe to do all the statutes and judgments which I set before you this day.

ERRORS.

1. c'manmunse *for* commandments. 2. chastise ment *for* chas'tisement. 3. meracles *for* miracles. 7. ax *for* acts. 20. poce *for* posts. 28. cuss *for* curse. 29. Geri ; zim *for* Ger'izim. 30. Jord'n *for* Jordan.

QUESTIONS.

What is the Rule? What is the fourth General Rule? How should you read those verses which do not end with a period,—such as the 2d, 3d, 4th, 5th, 6th, 8th, 10th, 11th, 13th, 16th, 20th, 22d, 26th, 27th? See the 6th General Rule.

3. *Pharaoh* is pronounced *fa'ro* or *fa'-ra-o*. 29. *Gerizim* has *g* hard, as in *get*; so also has *Gilgal* in v. 30.

judg-ments
pos-sess-ion
de-ceiv-ed
cham-paign
ut-ter-most
mul-ti-plied

Ger-i-zim
Eu-phra-tes
A-bi-ram
Ca-naan-ites
Leb-a-non
Pha-ra-oh

sub-stance
de-stroy-ed
o-ver-flow
dil-i-gent-ly
stat-utes
walk-est

LESSON LI.

RULE. The word *blessed* should be pronounced distinctly in two syllables in all places where you can use *happy* instead of it; but in other places it should be pronounced *blest'd* in one syllable.

Exāmples. It is pronounced *blest-ed* in the first verse of the following Psalm; and in Matt. V., where we read — Blessed are the poor in spirit; 'Blessed are they that mourn,' &c., and in all similar cases.

It is pronounced *blest'd* in Luke II. 28, 'he blessed God;' and in all places where it is said—'he blessed,' 'they blessed,' 'he has blessed,' &c.

PSALM I.

1. **BLESSED** is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

2. But his delight is in the law of the LORD; and in his law doth he meditate day and night.

3. And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season, his leaf also shall not wither; and whatsoever he doeth shall prosper.

4. The ungodly *are* not so; but *are* like the chaff which the wind driveth away.

5. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

6. For the LORD knoweth the way of the righteous: but the way of the ungodly shall perish.

ERRORS.

1. bless'd *for* blessed. 2. lawr *for* law. 3. warter *for* water. 5. tharefore *for* therefore; stan *for* stand.

QUESTIONS.

In what cases should *blessed* be pronounced in two syllables? What is the fifth General Rule?

PSALM XV.

A Psalm of David.

1. LORD, who shall abide in Thy tabernacle? who shall dwell in Thy holy hill?

2. He that walketh uprightly, and worketh righteousness, and speaketh the truth in his heart.

3. *He that* backbiteth not with his tongue, nor doeth evil to his neighbor, nor taketh up a reproach against his neighbor.

4. In whose eyes a vile person is contemned; but he honoreth them that fear the LORD. *He that* sweareth to *his own* hurt, and changeth not.

5. *He that* putteth not out his money to usury, nor

taketh reward against the innocent. He that doeth these *things* shall never be moved.

ERRORS.

3. aganste *for* against. 5. innerc'nt *for* innocent.

QUESTIONS.

What is the sixth General Rule?—the Rule over this Lesson?

coun-sel
med-i-tate
with-er
con-gre-ga-tion
up-right-ly
re-proach

bring-eth
plant-ed
right-eous
walk-eth
know-eth
un-god-ly

speak-eth
con-temn-ed
swear-eth
in-no-cent
back-bi-leth
chang-eth

LESSON LII.

RULE. Reading as though you were in haste, although it is wrong in nearly all writings, is very much worse in the Sacred Scriptures than in any others; it must therefore be avoided at all times.

Remark. All persons who desire to be instructed by what they read, read the Word of the Lord in a slow and thoughtful manner.

PSALM XIX.

To the Chief Musician, A Psalm of David.

1. THE heavens declare the glory of God; and the firmament sheweth His handy work.

2. Day unto day uttereth speech, and night unto night sheweth knowledge.

3. *There is no speech nor language, where their voice is not heard.*

4. Their line has gone out through all the earth, and their words to the end of the world. In them hath He set a tabernacle for the sun;

5. Which is as a bridegroom coming out of his chamber, *and* rejoiceth as a strong man to run a race.

6. His going forth *is* from the end of the heaven, and His circuit unto the ends of it: and there is nothing hid from the heat thereof.

7. The law of the LORD *is* perfect, converting the soul: the testimony of the LORD *is* sure, making wise the simple.

8. The statutes of the LORD *are* right, rejoicing the heart: the commandment of the LORD *is* pure, enlightening the eyes.

9. The fear of the LORD *is* clean, enduring forever: the judgments of the LORD *are* true *and* righteous altogether.

10. More to be desired *are they* than gold, yea, than much fine gold: sweeter also than honey and the honey-comb.

11. Moreover, by them is thy servant warned; *and* in keeping them *there is* great reward.

12. Who can understand *his* errors? cleanse Thou me from secret *faults*.

13. Keep back thy servant also from presumptuous *sins*; let them not have dominion over me: then shall I be upright, and I shall be innocent from the great transgression.

14. Let the words of my mouth, and the meditation of my heart, be acceptable in Thy sight, O LORD, my Strength, and my Redeemer.

E R R O R S .

1. *showeth*. This word is often printed *sheweth*. So also *show* and *showed* are printed *shew* and *shewed*. They should always be pronounced as if they were spelled *show*, *showeth*, *showed*. This must be remembered wherever they occur. 13. *presumpchus* for *presumptuous* ; *dumination* for *dominion*.

Q U E S T I O N S .

Which is the greater fault, to read the Sacred Scriptures in a hurried manner, or to read other writings so ?

How are *shew*, *showeth*, *shewed* to be pronounced ?

1. The spacious firmament on high,
With all the blue, ethereal sky,
And spangled heavens—a shining frame,
Their great Original proclaim.
2. The unwearied sun, from day to day,
Does his Creator's power display,
And publishes to every land
The work of an almighty hand.
3. Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth
Repeats the story of her birth ;
4. Whilst all the stars that round her burn,
And all the planets in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.
5. What though, in solemn silence, all
Move round this dark terrestrial ball ?
What, though no real voice nor sound
Amid their radiant orbs be found ?
6. In reason's ear they all rejoice,
And utter forth a glorious voice :
Forever singing as they shine—
'The Hand that made us is Divine.'

ERRORS.

Ethereal in v. 1, counts three syllables; *the unwearied* in v. 2, counts three syllables; *listening* in v. 3, counts two syllables; *terrestrial* in v. 5, counts three syllables; and *radiant* counts two; and *glorious* in v. 6, counts two syllables; but it is an error to contract these words. When we count the syllables in lines, we count them according to the *time* and *emphasis* they must have in reading: so that we often reckon less syllables in that way, than the lines really contain. Thus the first line of v. 2, really contains nine syllables, *the-un-wea-ried-sun-from-day-to-day*; but we read it in nearly the same time and with the same emphasis, as if it read, *thun-wea-ried, &c.* The like is true of all the other lines that have nine syllables: and they should all be read distinctly. Thus we should say, *the-un-wea-ried-sun*, and not *thun-wea-ried-sun*; but the word *the* is to be sounded lightly.

QUESTIONS.

1. How many syllables do you count in the second line? 5. How many do you count in the fourth line? 6. How many in the second line? Should not more than eight syllables be pronounced in these lines?

fir-ma-ment
en-light-en-ing
pre-sump-tu-ous
ac-cept-a-ble
pub-lish-es
ra-di-ant

bride-groom
hon-ey-comb
spa-cious
e-the-re-al
o-rig-in-al
un-wea-ried

won-drous
list-en-ing
ti-dings
sol-emn
ter-res-tri-al
tab-er-na-cle

LESSON LIII.

RULE. Do not name the number of the verses before you read them, as is the custom in many schools

PSALM XCI.

1. **HE** that dwelleth in the secret place of the Most High, shall abide under the shadow of the Almighty.

2. I will say of the LORD, *He is* my refuge and my fortress: my God; in Him will I trust.

3. Surely He shall deliver thee from the snare of the fowler, *and* from the noisome pestilence.

4. He shall cover thee with His feathers, and under His wings shalt thou trust: His truth *shall be thy* shield and buckler.

5. Thou shalt not be afraid for the terror by night; *nor* for the arrow *that* flieth by day;

6. *Nor* for the pestilence *that* walketh in darkness, *nor* for the destruction *that* wasteth at noon-day.

7. A thousand shall fall at thy side, and ten thousand at thy right hand; *but* it shall not come nigh thee.

8. Only with thine eyes shalt thou behold, and see the reward of the wicked.

9. Because thou hast made the LORD, *which is* my refuge, *even* the Most High, thy habitation;

10. There shall no evil befall thee, *neither shall*, any plague come nigh thy dwelling.

11. For He shall give His angels charge over thee, to keep thee in all thy ways.

12. They shall bear thee up in *their* hands, lest thou dash thy foot against a stone.

13. Thou shalt tread upon the lion and adder: the young lion and the dragon shalt thou trample under feet.

14. Because he has set his love upon Me, therefore will I deliver him: I will set him on high because he hath known My name.

15. He shall call upon Me, and I will answer him: *I will be* with him in trouble; I will deliver him, and honor him.

16. With long life will I satisfy him, and shew him My salvation.

ERRORS.

1. shadder *for* shadow. 5. arrer *for* arrow. 6. dis-
truction *for* destruction. 7. thousn *for* thousand.

QUESTIONS.

What Rule is over this Lesson?

9. Should the voice fall at the end of this verse? What is the sixth General Rule?

PSALM XXIII.

A Psalm of David.

1. THE LORD is my shepherd; I shall not want.

2. He maketh me to lie down in green pastures: He leadeth me beside the still waters.

3. He restoreth my soul: He leadeth me in the paths of righteousness for His name's sake.

4. Yea, though I walk through the valley of the shadow of death, I will fear no evil; for Thou *art* with me; Thy rod and Thy staff they comfort me.

5. Thou preparest a table before me in the presence of mine enemies: Thou anointest my head with oil; my cup runneth over.

6. Surely goodness and mercy shall follow me all

the days of my life : and I will dwell in the house
of the LORD forever.

ERRORS.

1. shepud *for* shepherd. 2. pasters *for* pastures. 4.
shadder *for* shadow. 6. foller *for* follow.

1. The Lord my pasture shall prepare,
And feed me with a shepherd's care ;
His presence shall my wants supply,
And guard me with a watchful eye.
My noon-day walks He shall attend,
And all my midnight hours defend.
 2. When in the sultry glebe I faint,
Or on the thirsty mountain pant ;
To fertile vales, and dewy meads,
My weary, wandering steps he leads ;
Where peaceful rivers, soft and slow,
Amidst the verdant landscape flow.
 3. Though in a bare and rugged way,
Through devious, lonely wilds I stray,
His bounty shall my pains beguile,
The barren wilderness shall smile,
With lively green and herbage crowned,
And streams shall murmur all around.
 4. Though in the paths of death I tread,
With gloomy horrors overspread,
My steadfast heart shall fear no ill,
For Thou, O Lord, art with me still ;
Thy friendly staff shall give me aid,
And guide me through the dismal shade.
-

REMARKS. A Psalm, or any part of the Scripture, when it is changed into verse, is called a *versification*. So this poetry is a versification of Psalm XXIII.

A full sentence or period of such poetry is called a *stanza*, or *verse*. So this versification contains four *stanzas* or *verses*.

re-stor-eth
pre-par-est
an-oint-est
hab-it-a-tion
pes-ti-lence
buck-ler

shep-herd
pas-tures
pres-ence
an-swer
trou-ble
thou-sand

was-teth
de-struc-tion
for-tress
shield
feath-ers
noi-some

LESSON LIV.

RULE. Read such chapters as these with particular reference to the first General Rule.

ISAIAH, CHAPTER LV.

1. Ho, every one that thirsteth, come ye to the waters, and he that hath no money; come ye, buy and eat; yea, come, buy wine and milk without money and without price.

2. Wherefore do ye spend money for *that which* is not bread? and your labor for *that which* satisfieth not? hearken diligently unto me, and eat ye *that which* is good, and let your soul delight itself in fatness.

3. Incline your ear, and come unto me: hear, and your soul shall live; and I will make an everlasting covenant with you, *even* the sure mercies of David.

4. Behold, I have given him *for* a witness to the people, a leader and commander to the people.

5. Behold, thou shalt call a nation *that* thou knowest not, and nations *that* knew not thee shall run unto thee, because of the LORD thy God, and for the Holy One of Israel; for He hath glorified thee.

6. Seek ye the LORD while He may be found, call ye upon Him while He is near :

7. Let the wicked forsake his way, and the unrighteous man his thoughts : and let him return unto the LORD, and He will have mercy upon him ; and to our God, for He will abundantly pardon.

8. For My thoughts *are* not your thoughts, neither *are* your ways My ways, saith the LORD.

9. For *as* the heavens are higher than the earth, so are My ways higher than your ways, and My thoughts than your thoughts.

10. For as the rain cometh down, and the snow from heaven, and returneth not thither, but watereth the earth, and maketh it bring forth and bud, that it may give seed to the sower, and bread to the eater :

11. So shall My word be that goeth forth out of My mouth : it shall not return unto me void, but it shall accomplish that which I please, and it shall prosper *in the thing* whereto I sent it.

12. For ye shall go out with joy, and be led forth with peace : the mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap *their* hands.

13. Instead of the thorn shall come up the fir-tree, and instead of the briar shall come up the myrtle-tree : and it shall be to the LORD for a name, for an everlasting sign *that* shall not be cut off.

ERRORS.

1. thursteth *for* thirsteth. 3. cov'nant *for* covenant.
 10. watreth *for* watereth 12. feel *for* field ; haus *for* hands. 13. instid *for* instead.

QUESTIONS.

What is the first General Rule?

Why are some of the words in Scripture printed in *Italic letters*?
Should they be read with more emphasis than other words?

MICAH, CHAPTER VI.

1. HEAR ye now what the LORD saith; Arise, contend thou before the mountains, and let the hills hear thy voice.

2. Hear ye, O mountains, the LORD's controversy, and ye strong foundations of the earth: for the LORD hath a controversy with His people, and He will plead with Israel.

3. O My people, what have I done unto thee? and wherein have I wearied thee? testify against Me.

4. For I brought thee up out of the land of Egypt and redeemed thee out of the house of servants; and I sent before thee Moses, Aaron, and Miriam.

5. O My people, remember now what Balak king of Moab consulted, and what Balaam the son of Beor answered him from Shittim unto Gilgal; that ye may know the righteousness of the LORD.

6. Wherewith shall I come before the LORD, *and* bow myself before the high God? shall I come before Him with burnt offerings, with calves of a year old?

7. Will the LORD be pleased with thousands of rams, *or* with ten thousands of rivers of oil? shall I give my first-born *for* my transgression, the fruit of my body *for* the sin of my soul?

8. He hath showed thee, O man, what is good, and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?

9. The LORD's voice crieth unto the city, and *the man of wisdom* shall see: Thy name: hear ye the rod, and who hath appointed it.

10. Are there yet the treasures of wickedness in the house of the wicked, and the scant measure *that is* abominable?

11. Shall I count *them* pure with the wicked balances, and with the bag of deceitful weights?

12. For the rich men thereof are full of violence, and the inhabitants thereof have spoken lies, and their tongue *is* deceitful in their mouth.

13. Therefore, also, will I make *thee* sick in smiting thee, in making *thee* desolate because of thy sins.

14. Thou shalt eat, but not be satisfied; and thy casting down *shall be* in the midst of thee; and thou shalt take hold, but shalt not deliver; and *that* which thou deliverest will I give up to the sword.

15. Thou shalt sow, but thou shalt not reap; thou shalt tread the olives, but thou shalt not anoint thee with oil; and sweet wine, but shalt not drink wine.

16. For the statutes of Omri are kept, and all the works of the house of Ahab, and ye walk in their counsel; that I should make thee a desolation, and the inhabitants thereof a hissing: therefore ye shall bear the reproach of My people.

ERRORS.

2. airth *for* earth. 4. sarvants *for* servants. 6. offerings *for* offerings. 7. ile *for* oil. 8. shued *for* showed. 10. treasurs *for* treasures. 12. vierlence *for* violence.

QUESTIONS.

What is the second General Rule?—the third? Repeat the 8th verse.

cov-e-nant
ac-com-plish
dil-i-gent-ly
trans-gress-ion
bal-an-ces
des-o-late

a-bom-in-a-ble
wick-ed-ness
de-liv-er-est
con-tro-ver-sy
foun-da-tions
wea-ri-ed

thorn
myr-tle
sign
peo-ple
mer-cies
spo-ken

LESSON LV.

RULE. In reading the various names of the SUPREME BEING, great care should be taken to pronounce them distinctly, and with reverence ; but the custom of giving them an unnatural and drawling pronounciation, must be always avoided.

DANIEL, CHAPTER VI.

1. It pleased Darius to set over the kingdom a hundred and twenty princes, which should be over the whole kingdom ;

2. And over these, three presidents, of whom Daniel *was* first ; that the princes might give accounts unto them, and the king should have no damage.

3. Then this Daniel was preferred above the presidents and princes, because an excellent spirit *was* in him ; and the king thought to set him over the whole realm.

4. Then the presidents and princes sought to find occasion against Daniel concerning the kingdom ; but they could find none occasion nor fault ; forasmuch as he *was* faithful, neither was there any error or fault found in him.

5. Then said these men, We shall not find any occasion against this Daniel, except we find *it* against him concerning the law of his God.

6. Then these presidents and princes assenbled

together to the king, and said thus unto him, King Darius, live forever.

7. All the presidents of the kingdom, the governors, and the princes, the counsellors, and the captains, have consulted together to establish a royal statute, and to make a firm decree, that whosoever shall ask a petition of any god or man for thirty days, save of thee, O king, he shall be cast into the den of lions.

8. Now, O king, establish the decree, and sign the writing, that it be not changed, according to the law of the Medes and Persians, which altereth not.

9. Wherefore king Darius signed the writing and the decree.

10. Now, when Daniel knew that the writing was signed, he went into his house; and his windows being open in his chamber towards Jerusalem, he kneeled upon his knees three times a day, and prayed, and gave thanks before his God, as he did aforetime.

11. Then these men assembled, and found Daniel praying and making supplication before his God.

12. Then they came near, and spake before the king concerning the king's decree; Hast thou not signed a decree, that every man that shall ask *a petition* of any god or man within thirty days, save of thee, O king, shall be cast into the den of lions? The king answered and said, The thing is true, according to the law of the Medes and Persians, which altereth not.

13. Then answered they and said before the king, That Daniel, which is of the children of the captivity of Judah, regardeth not thee, O king, nor the decree that thou hast signed, but maketh his petition three times a day.

14 Then the king, when he heard *these* words, was sore displeased with himself, and set *his* heart on Daniel to deliver him: and he labored till the going down of the sun to deliver him.

15. Then these men assembled unto the king, and said unto the king, Know, O king, that the law of the Medes and Persians *is*, That no decree nor statute which the king establisheth may be changed.

16. Then the king commanded, and they brought Daniel, and cast *him* into the den of lions. *Now* the king spake and said unto Daniel, Thy God whom thou servest continually, He will deliver thee.

17. And a stone was brought, and laid upon the mouth of the den; and the king sealed it with his own signet, and with the signet of his lords; that the purpose might not be changed concerning Daniel.

18. Then the king went to his palace, and passed the night fasting: neither were instruments of music brought before him: and his sleep went from him.

19. Then the king arose very early in the morning, and went in haste unto the den of lions.

20. And when he came to the den, he cried with a lamentable voice unto Daniel: *and* the king spake and said to Daniel, O Daniel, servant of the living God, is thy God, whom thou servest continually, able to deliver thee from the lions?

21. Then said Daniel unto the king, O king, live forever.

22. My God hath sent His angel, and hath shut the lions' mouths, that they have not hurt me: forasmuch as before Him innocency was found in me; and also before thee, O king, have I done no hurt.

23. Then was the king exceeding glad for him, and commanded that they should take Daniel up out of the den. So Daniel was taken up out of the den, and no manner of hurt was found upon him, because he believed in his God.

24. And the king commanded, and they brought those men which had accused Daniel, and they cast *them* into the den of lions, *them*, their children, and their wives; and the lions had the mastery of them, and brake all their bones in pieces or ever they came at the bottom of the den.

25. Then king Darius wrote unto all people, nations, and languages, that dwell in all the earth; Peace be multiplied unto you.

26. I make a decree, That in every dominion of my kingdom men tremble and fear before the God of Daniel: for He is the living God, and steadfast forever, and His kingdom *that* which shall not be destroyed, and His dominion *shall be even* unto the end.

27. He delivereth and rescueth, and He worketh signs and wonders in heaven and in earth, who hath delivered Daniel from the power of the lions.

28. So this Daniel prospered in the reign of Darius, and in the reign of Cyrus the Persian.

ERRORS.

2. Danil *for* Daniel; accounts *for* accounts. 5. lawr *for* law. 7. counslers *for* counsellors; cap'ns *for* captains. 19. airly *for* early. 22. mouze *for* mouths.

QUESTIONS.

What Rule is over this Lesson?

Where should you look for the proper mode of pronouncing the names of persons and places? On which syllable is *Darius* accented?

rev-er-ence
con-sult-ed
sup-pli-ca-tion
as-sem-bled
mas-ter-y
pres-i-dents

es-tab-lish-eth
pros-per-ed
lan-gua-ges
mul-ti-p lied
ac-cu-sed
al-ter-eth

cap-tiv-i-ty
lam-ent-a-ble
res-cu-eth
do-min-ion
re-gard-eth
coun-sel-lors

LESSON LVI.

RULE. When a word ends with *s*, and the next word begins with *s*, or has much of the sound of *s*, the first word must be pronounced very distinctly before you begin to pronounce the second.

Examples. Theirs is; righteousness' sake; Jesus said; was said.

MATTHEW, CHAPTER V.

1. AND seeing the multitude, He went up into a mountain: and when He was sat, His disciples came unto Him.

2. And He opened His mouth, and taught them, saying,

3. Blessed *are* the poor in spirit: for theirs is the kingdom of heaven.

4. Blessed *are* they that mourn: for they shall be comforted.

5. Blessed *are* the meek: for they shall inherit the earth.

6. Blessed *are* they which do hunger and thirst after righteousness: for they shall be filled.

7. Blessed *are* the merciful: for they shall obtain mercy.

8. Blessed *are* the pure in heart: for they shall see God.

9. Blessed *are* the peace-makers: for they shall be called the children of God.

10. Blessed *are* they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

11. Blessed are ye when *men* shall revile you and persecute *you*, and shall say all manner of evil against you falsely, for My sake.

-12. Rejoice and be exceeding glad: for great is your reward in heaven; for so persecuted they the prophets which were before you.

13. Ye are the salt of the earth: but if the salt have lost his savor, wherewith shall it be salted? it is thenceforth good for nothing, but to be cast out, and to be trodden under foot of men.

14. Ye are the light of the world. A city that is set on a hill cannot be hid.

15. Neither do men light a candle, and put it under a bushel, but on a candlestick: and it giveth light unto all that are in the house.

16. Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

17. Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfil.

18. For verily, I say unto you, Till heaven and earth pass, one jot or one tittle shall in nowise pass from the law, till all be fulfilled.

19. Whosoever, therefore, shall break one of these least commandments, and shall teach men so, he

shall be called the least in the kingdom of heaven . but whosoever shall do, and teach *them*, the same shall be called great in the kingdom of heaven.

20. For I say unto you, That except your righteousness shall exceed *the righteousness* of the scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

21. Ye have heard that it was said by them of old time, Thou shalt not kill ; and whosoever shall kill, shall be in danger of the judgment ;

22. But I say unto you, That whosoever is angry with his brother without a cause, shall be in danger of the judgment : and whosoever shall say to his brother, Raca, shall be in danger of the council : but whosoever shall say, Thou fool, shall be in danger of hell-fire.

23. Therefore, if thou bring thy gift to the altar, and there rememberest that thy brother hath aught against thee,

24. Leave there thy gift before the altar, and go thy way ; first be reconciled to thy brother, and then come and offer thy gift.

25. Agree with thine adversary quickly, while thou art in the way with him ; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

26. Verily I say unto thee, Thou shalt by no means come out thence, till thou hast paid the uttermost farthing.

27. Ye have heard that it was said by them of old time, Thou shalt not commit adultery :

28. But I say unto you, that whosoever looketh on a woman to lust after her, hath committed adultery with her already in his heart.

29. And if thy right eye offend thee, pluck it out, and cast *it* from thee; for *it* is profitable for thee that one of thy members should perish, and not *that*, thy whole body should be cast into hell.

30. And if thy right hand offend thee, cut it off, and cast *it* from thee: for it is profitable for thee that one of thy members should perish, and not *that* thy whole body should be cast into hell.

31. It hath been said, Whosoever shall put away his wife, let him give her a writing of divorcement:

32. But I say unto you, That whosoever shall put away his wife, saving for the cause of fornication, causeth her to commit adultery: and whosoever shall marry her that is divorced, committeth adultery.

33. Again, ye have heard that it hath been said by them of old time, Thou shalt not forswear thyself, but shalt perform unto the LORD thine oaths:

34. But I say unto you, Swear not at all; neither by heaven; for it is God's throne:

35. Nor by the earth; for it is His footstool: neither by Jerusalem; for it is the city of the great King:

36. Neither shalt thou swear by thy head, because thou canst not make one hair white or black.

37. But let your communication be, Yea, yea; Nay, nay; for whatsoever is more than these cometh of evil.

38. Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth.

39. But I say unto you, That ye resist not evil: but whosoever shall smite thee on thy right cheek, turn to him the other also.

40. And if any man will sue thee at the law, and take away thy coat, let him have *thy* cloak also.

41. And whosoever shall compel thee to go a mile, go with him twain.

42. Give to him that asketh thee; and from him that would borrow of thee, turn not thou away.

43. Ye have heard that it hath been said, Thou shalt love thy neighbor and hate thine enemy:

44. But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and persecute you;

45. That ye may be the children of your Father which is in heaven: for He maketh His sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

46. For if you love them which love you; what reward have ye? do not even the publicans the same?

47. And if ye salute your brethren only, what do ye more *than others*? do not even the publicans so?

48. Be ye therefore perfect, even as your Father which is in heaven is perfect.

ERRORS.

1. set *for* sat. In most Bibles this word is improperly printed set *for* sat. 3. speret *for* spirit. 4. comfuted *for* comforted. 6. thust *for* thirst. 17. lawr *for* law. 26. farthin *for* farthing. 37. ya, ya *for* yea, yea.

QUESTIONS.

What Rule is over this Lesson? Which Rule teaches how to pronounce *blessed* in verses 3, 4, 5, 6, 7, 8, 9, 10, 11? Should it be

pronounced in two syllables or in one? In what cases should it be pronounced like *blest*?

for-swear
ad-ver-sa-ry
right-eous-ness
in-her-it
per-se-cu-ted
mer-ci-ful

prof-it-a-ble
rec-on-ciled
com-fort-ed
judg-ment
foot-stool
thence-forth

ful-fill-ed
who-so-ev-er
di-vorce-ment
caus-eth
pub-li-cans
al-read-y

LESSON LVII.

WORDS THAT ARE VERY FREQUENTLY MISPRONOUNCED.

	mispronounced.	pronounced.
are	air	ar
almond	al-mond	a/m-ond
bade	bade	bad
forbade	forbade	forbad
blasphemy	blas-phe'-my	blas'-phe-my
blasphemous	blas-phe'-mous	blas'-phe-mous
burst	bust	burst
compass	com-pass'	com'-pass
compassed	com-passed'	com'-passed
covetous	cov-e-chus	cov-et-us
covetousness	cov-e-chus-ness	cov-et-us-ness

MARK, CHAPTER XII.

1 AND He began to speak unto them by parables. A *certain* man planted a vineyard, and set a hedge about it, and digged a *place* for the wine-fat, and built a tower, and let it out to husbandmen, and went into a far country.

2. And at the season he sent to the husbandmen a servant, that he might receive from the husbandmen of the fruit of the vineyard

3. And they caught *him*, and beat him, and sent *him* away empty.

4. And again, he sent unto them another servant: and at him they cast stones, and wounded *him* in the head, and sent *him* away shamefully handled.

5. And again he sent another; and him they killed, and many others, beating some, and killing some.

6. Having yet therefore one son, his well-beloved, he sent him also last unto them, saying, They will reverence my son.

7. But those husbandmen said among themselves, This is the heir; come, let us kill him, and the inheritance shall be ours.

8. And they took him, and killed *him*, and cast *him* out of the vineyard.

9. What shall therefore the lord of the vineyard do? He will come and destroy the husbandmen, and will give the vineyard unto others.

10. And have ye not read this Scripture; The stone which the builders rejected is become the head of the corner:

11. This was the Lord's doing, and it is marvelous in our eyes.

12. And they sought to lay hold on Him, but feared the people; for they knew that He had spoken the parable against them: and they left Him and went their way.

13. And they send unto Him certain of the Pharisees and of the Herodians, to catch Him in *His* words.

14. And when they were come, they say unto Him, Master, we know that Thou art true, and carest for no man; for Thou regardest not the per-

son of men, but teachest the way of God in truth :
Is it lawful to give tribute to Cesar, or not ?

15. Shall we give, or shall we not give ? But He, knowing their hypocrisy, said unto them, Why tempt ye Me ? bring Me a penny, that I may see *it*.

16. And they brought *it*. And He saith unto them, Whose is this image and superscription ? And they said unto Him, Cesar's.

17. And Jesus answering, saith unto them, Render to Cesar the things that are Cesar's, and to God the things that are God's. And they marvelled at Him.

18. Then came unto Him the Sadducees, which say there is no resurrection ; and they asked Him, saying,

19. Master, Moses wrote unto us, if a man's brother die and leave *his* wife *behind him*, and leave no children, that his brother should take his wife, and raise up seed unto his brother.

20. Now, there were seven brethren ; and the first took a wife, and dying left no seed.

21. And the second took her, and died, neither left he any seed : and the third likewise.

22. And the seven had her, and left no seed : last of all the woman died also.

23. In the resurrection therefore, when they shall rise, whose wife shall she be of them ? for the seven had her to wife.

24. And Jesus answering, said unto them, Do ye not therefore err, because ye know not the Scriptures, neither the power of God ?

25. For when they shall rise from the dead, they neither marry, nor are given in marriage ; but are as the angels which are in heaven.

26. And as touching the dead, that they rise; have ye not read in the book of Moses, how in the bush God spake unto him, saying, I *am* the God of Abraham, and the God of Isaac, and the God of Jacob?

27. He is not the God of the dead, but the God of the living: ye therefore do greatly err.

28. And one of the scribes came, and having heard them reasoning together, and perceiving that He had answered them well, asked Him, Which is the first commandment of all?

29. And Jesus answered him, The first of all the commandments is, Hear, O Israel; The Lord our God is one Lord:

30. And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment.

31. And the second is like, *namely* this, Thou shalt love thy neighbor as thyself; there is none other commandment greater than these.

32. And the scribe said unto him, Well, Master, thou hast said the truth; for there is one God; and there is none other but He:

33. And to love Him with all the heart, and with all the understanding, and with all the soul, and with all the strength, and to love *his* neighbor as himself, is more than all whole burnt offerings and sacrifices.

34. And when Jesus saw that he answered discreetly, He said unto him, Thou art not far from the kingdom of God. And no man after that durst ask Him *any question*.

35. And Jesus answered and said, while He taught

in the temple, How say the scribes that Christ is the son of David?

36. For David himself said by the Holy Ghost, The LORD said to my Lord, Sit thou on my right hand, till I make thine enemies thy footstool.

37. David therefore himself calleth Him Lord, and whence is He *then* his son? And the common people heard him gladly.

38. And He said unto them in his doctrine, Beware of the scribes, which love to go in long clothing, and *love* salutations in the market-places,

39. And the chief seats in the synagogues, and the uppermost rooms at feasts:

40. Which devour widows' houses, and for a pretence make long prayers: these shall receive greater damnation.

41. And Jesus sat over against the treasury, and beheld how the people cast money into the treasury: and many that were rich cast in much.

42. And there came a certain poor widow, and she threw in two mites, which make a farthing.

43. And He called *unto Him* His disciples, and saith unto them, Verily, I say unto you, That this poor widow hath cast more in, than all they which have cast into the treasury.

44. For all *they* did cast in of their abundance; but she of her want did cast in all that she had, *even* all her living.

ERRORS.

6. well-belov'd *for* well-beloved. 10. scripiter *for* scripture. 11. marv'lous *for* marvellous. 13. ketch *for* catch.

15. temp *for* tempt. 18. Saddu'cees *for* Sad'ducees. 21. seckon *or* seckent *for* second. 24. nith-er *or* nuth-er *for* neither. 27. ur *for* err. 33. sa-cri-fi-ces *for* sac-ri-fi-ces. 34. dust *for* durst. 40. pre'tence *for* pretence'. 44. bun-dance *for* abundance.

QUESTIONS.

How do you pronounce *a-r-e*? *The teacher will spell each of the words at the beginning of the Lesson, and the scholar will pronounce them.*

hus-band-men
mar-vel-led
su-per-scrip-tion
treas-u-ry
dis-creet-ly
a-bun-dance

vine-yard
pre-tence
there-fore
sac-ri-fi-ces
of-fer-ings
mon-ey

touch-ing
im-age
res-ur-rec-tion
build-ers
rev-er-ence
sea-son

LESSON LVIII.

WORDS THAT ARE VERY FREQUENTLY MISPRONOUNCED.

	mispronounced.	pronounced.
draught	drawt	draft
drought	drowth	drowth
earth	airth	erth
grievous	greev-yus	gree-vus
government	gov-er-ment	gov-ern-ment
hearken	hur-ken	hark-en
hale	hale	haul
heard	heerd.	herd
hoist	histe	hoist
iniquity	in'-i-quit-ty	in-ik'-we-ty

LUKE, CHAPTER XIII.

1. THERE were present at that season some that told him of the Galileans, whose blood Pilate had mingled with their sacrifices.

2. And Jesus answering, said unto them, Suppose ye that these Galileans were sinners above all the Galileans, because they suffered such things?

3. I tell you, Nay; but except ye repent, ye shall all likewise perish.

4. Or those eighteen, upon whom the tower in Siloam fell, and slew them, think ye that they were sinners above all men that dwelt in Jerusalem?

5. I tell you, Nay; but except ye repent, ye shall all likewise perish.

6. He spake also this parable: A certain *man* had a fig-tree planted in his vineyard; and he came and sought fruit thereon, and found none.

7. Then said he unto the dresser of his vineyard, Behold, these three years I come seeking fruit on this fig-tree, and find none: cut it down; why cumbereth it the ground?

8. And he answering, said unto him, Lord, let it alone this year also, till I shall dig about it, and dung it:

9. And if it bear fruit, *well*; and if not, *then* after that thou shalt cut it down.

10. And He was teaching in one of the synagogues on the sabbath.

11. And behold, there was a woman which had a spirit of infirmity eighteen years, and was bowed together, and could in no wise lift up *herself*.

12. And when Jesus saw her, He called *her to Him*, and said unto her, Woman, thou art loosed from thine infirmity.

13. And He laid *His* hands on her: and immediately she was made straight and glorified God.

14. And the ruler of the synagogue answered.

with indignation, because that Jesus had healed on the sabbath-day, and said unto the people, There are six days in which men ought to work: in them, therefore, come and be healed, and not on the sabbath-day.

15. The Lord then answered him and said, *Thou hypocrite*, doth not each one of you on the sabbath loose his ox or *his* ass from the stall, and lead *him* away to watering?

16. And ought not this woman, being a daughter of Abraham, whom Satan hath bound, lo, these eighteen years, be loosed from this bond on the sabbath-day?

17. And when He had said these things, all His adversaries were ashamed: and all the people rejoiced for all the glorious things that were done by Him.

18. Then said He, Unto what is the kingdom of God like? and whereunto shall I resemble it?

19. It is like a grain of mustard-seed, which a man took, and cast into his garden, and it grew, and waxed a great tree; and the fowls of the air lodged in the branches of it.

20. And again He said, Whereunto shall I liken the kingdom of God?

21. It is like leaven, which a woman took and hid in three measures of meal, till the whole was leavened.

22. And he went through the cities and villages, teaching, and journeying toward Jerusalem.

23. Then said one unto Him, Lord, are there few that be saved? And He said unto them,

24. Strive to enter in at the strait gate; for many, I say unto you, will seek to enter in, and shall not be able.

25. When once the Master of the house is risen up, and hath shut to the door, and ye begin to stand without, and to knock at the door, saying, Lord, Lord, open unto us; and He shall answer and say unto you, I know you not whence ye are :

26. Then shall ye begin to say, We have eaten and drunk in Thy presence, and Thou hast taught in our streets.

27. But He shall say, I tell you, I know you not whence ye are; depart from Me, all *ye* workers of iniquity.

28. There shall be weeping and gnashing of teeth, when ye shall see Abraham, and Isaac, and Jacob, and all the prophets in the kingdom of God, and you *yourselves* thrust out.

29. And they shall come from the east, and *from* the west, and from the north, and *from* the south, and shall sit down in the kingdom of God.

30. And behold, there are last, which shall be first; and there are first, which shall be last.

31. The same day there came certain of the Pharisees, saying unto Him, Get Thee out, and depart hence; for Herod will kill Thee.

32. And He said unto them, Go ye and tell that fox, Behold, I cast out devils, and I do cures to-day and to-morrow, and the third *day* I shall be perfected.

33. Nevertheless, I must walk to-day and to-morrow, and the *day* following: for it cannot be that a prophet perish out of Jerusalem.

34. O Jerusalem, Jerusalem, which killest the prophets, and stonest them that are sent unto thee; how often would I have gathered thy children to-

gether, as a hen *doth* gather her brood under *her* wings, and ye would not!

35. Behold your house is left unto you desolate. And verily, I say unto you, Ye shall not see Me, until *the time* come when ye shall say, Blessed is He that cometh in the name of the Lord.

ERRORS.

1. sa'-cri-fi-ces *for* sac'-ri-fi-ces. 4. Sil-o'-am *for* Sil'-o-am. 12. loozed *for* loosed. 14. sabba-day *for* sabbath-day. 15. hyppercrite *for* hypocrite; looze *for* loose. 19. mustud *for* mustard. 32. divils *for* devils. 34. gethered *for* gathered.

QUESTIONS.

How should you pronounce *d-r-a-u-g-h-t*? *Et cetera*.

Should the voice fall in v. 2, at *them*?—in v. 7, at *vineyard*?—in v. 8, at *him*?—in v. 12, at *her*?—in v. 14, at *people*?—in v. 15, at *said*?—in v. 18, at *He*?—in v. 20, at *said*?—in v. 23, at *Him* and *them*?—in v. 25, at *saying* and *you*?—in v. 26, at *say*?—in v. 27, at *say*?—in v. 31, at *Him*?—in v. 32, at *them* and *fox*?—in v. 35, at *say unto you* and *ye shall say*?

in-dig-na-tion
des-o-late
cum-ber-eth
min-gled
suf-fer-ed
in-iq-ui-ty

com-eth
jour-ney-ing
vil-la-ges
loos-ed
in-firm-i-ty
where-un-to

eight-een
syn-a-gogues
par-a-ble
lodg-ed
per-fect-ed
cit-ies

LESSON LIX.

WORDS THAT ARE VERY FREQUENTLY MISPRONOUNCED.

	mispronounced.	pronounced.
launch	lawunch	lanch
staunch	stawunch	stanch
oil	ile	oil
ointment	inte-ment	oint-ment
anoint	an-inte	an-oint
precept	pres-ept	pre-cept
prophecy	prof-fe-si	prof-fe-se
prophesy	prov-e-si	prof-fe-si
perfected	per-fect'-ed	per'-fect-ed
spikenard	spik-nard	spike-nard
shew	shoo	show
shewed	shooed	showed
strew	stroo	strow
strewed	strooed	strowed
straw (the verb)	straw	strow
strawed	strawed	strowed
shew-bread	shoo-bread	show-bread
saith	sathe	seth
said	sade	sed
search	sarch	serch
sepulchre	se-pul'-ker	sep'-ul-ker
sword	sworde	sorde
staves (pl. of staff)	stâves	stâves
sacrifices	sa-cri-fi-ces	sac-ri-fi-ces

MATTHEW, CHAPTER XXV.

1. THEN shall the kingdom of heaven be likened unto ten virgins, which took their lamps, and went forth to meet the bridegroom.

2. And five of them were wise, and five *were* foolish.

3. They that *were* foolish took their lamps, and took no oil with them :

4. But the wise took oil in their vessels with their lamps.

5. While the bridegroom tarried, they all slumbered and slept.

6. And at midnight there was a cry made, Behold, the bridegroom cometh : go ye out to meet him.

7. Then all those virgins arose, and trimmed their lamps.

8. And the foolish said unto the wise, Give us of your oil : for our lamps are gone out.

9. But the wise answered, saying, *Not so* ; lest there be not enough for us and you : but go ye rather to them that sell, and buy for yourselves.

10. And while they went to buy, the bridegroom came ; and they that were ready, went in with him to the marriage : and the door was shut.

11. Afterward came also the other virgins, saying, Lord, lord, open to us.

12. But he answered and said, Verily, I say unto you, I know you not.

13. Watch, therefore, for ye know neither the day nor the hour wherein the Son of Man cometh.

14. For *the kingdom of heaven is* as a man travelling into a far country, *who* called his own servants, and delivered unto them his goods.

15. And unto one he gave five talents, to another two, and to another one ; to every man according to his several ability ; and straightway took his journey.

16. Then he that had received the five talents, went and traded with the same, and made *them* other five talents.

17. And likewise he that *had received* two, he also gained other two.

18. But he that had received one, went and digged in the earth, and hid his lord's money.

19. After a long time the lord of those servants cometh, and reckoneth with them.

20. And so he that had received five talents, came and brought other five talents, saying, Lord, thou deliveredst unto me five talents: behold, I have gained besides them five talents more.

21. His lord saith unto him, Well done, *thou* good and faithful servant; thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord.

22. He also that had received two talents came, and said, Lord, thou deliveredst unto me two talents; behold I have gained two other talents besides them.

23. His lord saith unto him, Well done, good and faithful servant; thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord.

24. Then he which had received the one talent came, and said, Lord, I knew thee that thou art a hard man, reaping where thou hast not sown, and gathering where thou hast not strawed:

25. And I was afraid, and went and hid thy talent in the earth: lo, *there* thou hast *that is* thine.

26. His lord answered and said unto him, *Thou* wicked and slothful servant, thou knewest that I reap where I sowed not, and gather where I have not strawed:

27. Thou oughtest therefore to have put my money to the exchangers, and *then* at my coming I should have received mine own with usury.

28. Take therefore the talent from him, and give *it* unto him which hath ten talents.

29. For unto every one that hath shall be given,

and he shall have abundance: but from him that hath not, shall be taken away even that which he hath.

30. And cast ye the unprofitable servant into outer darkness: there shall be weeping and gnashing of teeth.

31. When the Son of Man shall come in His glory, and all the holy angels with Him, then shall He sit upon the throne of His glory:

32. And before Him shall be gathered all nations: and He shall separate them one from another, as a shepherd divideth *his* sheep from the goats:

33. And He shall set the sheep on His right hand, but the goats on the left.

34. Then shall the King say unto them on His right hand, Come, ye blessed of My Father, inherit the kingdom prepared for you from the foundation of the world:

35. For I was an hungered, and ye gave Me meat: I was thirsty, and ye gave Me drink: I was a stranger, and ye took me in:

36. Naked, and ye clothed Me: I was sick, and ye visited Me: I was in prison, and ye came unto Me.

37. Then shall the righteous answer Him, saying, Lord, when saw we Thee an hungered, and fed Thee? or thirsty, and gave Thee drink?

38. When saw we Thee a stranger, and took Thee in? or naked, and clothed Thee?

39. Or when saw we Thee sick, or in prison, and came unto Thee?

40. And the King shall answer and say unto them, Verily, I say unto you, Inasmuch as ye have done *it*

unto one of the least of these My brethren, ye have done *it* unto Me.

41. Then shall He say also unto them on the left hand, Depart from Me, ye cursed, into everlasting fire, prepared for the devil and his angels :

42. For I was an hungered, and ye gave Me no meat : I was thirsty, and ye gave Me no drink :

43. I was a stranger, and ye took Me not in : naked, and ye clothed Me not ; sick, and in prison, and ye visited Me not.

44. Then shall they also answer Him, saying, Lord, when saw we Thee an hungered, or athirst, or a stranger, or naked, or sick, or in prison, and did not minister unto Thee ?

45. Then shall He answer them, saying, Verily, I say unto you, Inasmuch as ye did *it* not to one of the least of these, ye did *it* not to Me.

46. And these shall go away into everlasting punishment : but the righteous into life eternal.

ERRORS.

10. shet *for* shut. 26. strawed; [See this word before the Lesson.] 37. thusty *for* thirsty. 41. cus-sed *for* cursed.

QUESTIONS.

How should you pronounce h-a-u-n-c-h ? *Et cætera.*

Remark. The *a* in *staves* has the same sound as *a* in *staff*.

u-su-ry
ex-chang-ers
reck-on-eth
trim-med
right-eous
thirst-y

mon-ey
stran-ger
curs-ed
reap-ing
a-fraid
weep-ing

gnash-ing
shep-herd
cloth-ed
fool-ish
mid-night
foun-da-tion

VOCABULARY OF WORDS USED IN THIS BOOK, WHICH ARE TO BE DEFINED.

NOTE. At the end of each lesson are eighteen words to be spelled, and six of them are to be *defined*. Many children who use this book have no dictionary, and some are too young to use a dictionary with advantage. For these reasons, the words to be defined are here arranged in alphabetical order, and *such definitions are given as show what the words mean where they are used in these Lessons*.

The Teacher is desired to show the scholar that these words sometimes have meanings that are different from those which are here given. Thus, in Lesson xxxvii., the word *mountain* is used as an *adjective*; and it is here defined, *that which comes from the mountains*. This is its meaning in this place, but the scholar should know that this is not always its meaning.

In a few cases, the more common meanings are here added to the particular senses in which the words are here used.

A.

ABUNDANCE, plenty.
ACCEPTABLE, pleasing.
ACCOMPANIED, went with.
ACCOMPLISH, perform.
ACQUAINTANCE, knowledge of.
ACQUAINTED, familiar, known to each other.
ADVENTURE, dangerous occurrence.
ADVERSARY, enemy.
AFTERNOON, the time from noon till evening.
ALACRITY, readiness.
ALLIGATORS, American crocodiles.
AMUSEMENT, sport or pleasure.
ANONTEST, purest oil upon.
APPOINTMENTS, orders, or engagements.
ARRANGING, placing in order.
ARRIVED, came.
ASHAMED, sorry, mortified.
ASSEMBLED, collected.
ASSIST, help.
ASSISTING, helping.
ASTONISHMENT, wonder.
ATTACHED, fond of.
AWAITED, waited for.

B.

BALANCES, scales.
BEHAVED, conducted.
BENEFACITOR, one who does kind actions.
BESTOW, give.
BESTOWED, concealed; *commonly it means gave.*

BOUNDLESS, without limit.
BREEZES, soft winds.
BUCKLER, a kind of shield.

C.

CALCULATING, reckoning, counting.
CAUTIOUSLY, carefully.
CELEBRATE, praise, extol.
CHAMPAIGN, [*pronounced champagne,*] plain or level country.
CHAMPION, hero.
CHARITY, love of the neighbor.
CHECKED, restrained.
CLUMBINESS, awkwardness.
COMFORTABLE, bringing comfort.
COMMANDED, ordered.
COMMUNION, conversation.
COMPANION, one who goes or lives with another.
COMPEL, force.
COMPLAINT, accusation.
COMPREHEND, understand.
CONCERT, a musical entertainment.
CONDUCTED, led, or behaved.
CONFIDENCE, trust.
CONFIDENT, sure.
CONGREGATION, assembly.
CONSENTED, gave leave.
CONSEQUENCE, result.
CONSTANT, unchanging.
CONSULTED, took counsel together.
CONSULTING, asking advice of.
CONTRAST, opposition.
CONTRASTING, placed in opposition.

CONTRITE, penitent.
 CONVERSE, talk with others.
 CONVINCED, made to believe.
 COUNSEL, advice, direction.
 COUNTERFEITED, pretended.
 COUNTERFEITING, imitating.
 COURAGE, bravery.
 COURAGEOUS, brave.
 COUSIN, the child of one's uncle or aunt.
 COVENANT, agreement.
 CUMBERETH, burdens uselessly.
 CURLY, having curls.

D.

DECEIVED, caused to mistake, deluded.
 DELIGHTED, made very glad.
 DELINQUENT, offender.
 DELIVERED, gave up.
 DENOTED, marked.
 DEPARTED, went away.
 DEPARTING, going away.
 DESCEND, go down.
 DESOLATE, laid waste, solitary.
 DETAINED, kept back.
 DIFFICULT, not easy.
 DILIGENTLY, busily.
 DIMMED, obscured.
 DISAPPOINT, defeat in one's expectation.
 DISCHARGED, turned off.
 DISCIPLINE, rule, order.
 DISCONTENTED, unhappy.
 DISCOURAGE, dissuade.
 DISCREETLY, wisely.
 DISMAL, sorrowful.
 DISMISSED, sent away.
 DISPOSITION, temper.
 DISTANCE, remoteness, or extent.
 DOMESTIC, household.
 DRAUGHTS, [*pronounced drafts*], what is to be drunk.

E.

EASTWARD, towards the east.
 EDUCATION, learning.
 EMPEROR, the ruler of an empire.
 EMPLOYMENT, occupation.
 EMPTY, having nothing in it.
 ENDEARMENT, an act of fondness.
 ENDEAVOR, try.
 ENLIGHTENING, giving light to.
 ENSUED, followed.
 ENTERPRISE, bold undertaking.
 ESPYING, seeing.
 EVERGREENS, trees which are green throughout the year.
 EXCELLENT, very good.
 EXCHANGERS, brokers, those who borrow and lend money.

EXPANSE, extent.
 EXPERT, skilful.
 EXPLAIN, make plain.
 EXPRESSION, appearance, or a phrase.

F.

FAMILIES, households.
 FATIGUED, tired.
 FATIGUING, tiresome.
 FAVORITE, beloved.
 FEROCIOUS, fierce.
 FIRMAMENT, the sky.
 FLOURISHING, growing rapidly.
 FORLORN, sad.
 FORSWEAR, swear falsely.
 FRETFUL, peevish, complaining.
 FRIENDSHIP, affection for others.
 FRIGHTFUL, fearful.

G.

GARMENTS, clothes.
 GATHERING, collecting.
 GENEROUS, liberal, not selfish.
 GENTLE, mild, soft.
 GLORIOUS, beautiful, splendid.
 GRADUATED, having taken a degree in a college.
 GUARDIAN, protector.
 GUIDANCE, direction.

H.

HABITATION, dwelling-place.
 HANDFUL, as much as fills the hand.
 HARANGUE, [*pronounced ha-rang*], a speech.
 HEALTHFUL, free from sickness.
 HESITATION, doubt.
 HOLIDAY, playday.
 HOLINESS, sanctity.
 HOMAGE, worship.
 HOUSEHOLD, family.
 HUMANE, kind, benevolent.
 HUNGRY, in want of food.
 HUSBANDMEN, those who till land.

I.

ICEBERGS, mountains of ice.
 IMITATE, copy.
 IMMORTALITY, undying reputation, or eternal life.
 IMPATIENCE, want of patience.
 IMPERFECTLY, poorly.
 INDESCRIBABLE, that cannot be described.
 INDIGNATION, anger.
 INDULGE, allow one's-self.
 INDUSTRIOUS, busy.
 INFLUENCE, power.
 INFORMED, told, acquainted.
 INHABITANTS, those who live in a place.

INHERIT, receive; receive from one's ancestors.

INQUITY, evil.

INQUIRED, asked.

INSTANTLY, immediately.

INSTITUTED, appointed.

INTELLIGENCE, understanding.

INTRUSIVELY, unwished for.

IRRESISTIBLE, that cannot be resisted.

IRRITABLE, cross.

J.

JOURNEY, travel, way.

JOYANCE, gayety.

JUDGMENTS, laws.

L.

LABORERS, workmen.

LAMENTED, mourned, deplored.

LAMENTING, bemoaning, grieving for.

LANDSCAPE, the scenery of a country.

LEAPING, jumping, bounding.

LEPROSY, a disease of the skin, rendering it white and scaly.

LOSING, being deprived of.

M.

MAINTAINED, preserved.

MAJESTY, dignity.

MANDATES, commands.

MANSION, place of abode.

MARVELLED, wondered.

MASTERY, power over.

MEANWHILE, in the mean time.

MEASURED; *measured numbers* mean *poetry*, lines divided according to rule.

MEDITATE, think on.

MEEKNESS, gentleness.

MERCHANT, trader.

MERCIFUL, compassionate, kind.

MIDNIGHT, middle of the night.

MIMICKING, imitating.

MINGLED, mixed.

MISCHIEF, harm.

MISFORTUNE, ill luck.

MISTAKES, errors.

MISTY, foggy.

MODEST, not bold and forward.

MOTIONLESS, still, without motion.

MOUNTAIN, that which comes from the mountains.

MOURNFUL, sorrowful.

MULTIPLIED, increased in number.

MUSICIAN, one skilled in music.

MYSTIC, not fully to be comprehended.

N.

NAUGHTY, bad.

NEGLECTING, not doing, slighting.

NEIGHBORHOOD, places which are near.

NOTICE, observe.

NUMEROUS, many.

O.

OBEEDIENT, doing as one is bid.

OBLIGED, compelled, or grateful.

OCCUPIED, employed.

OCCUPY, possess.

ORNAMENTED, adorned.

ORTHOEPIY, the art of pronouncing words properly.

OTHERWISE, in a different manner.

P.

PARAPHRASE, an explanation in many words.

PARENTHESIS. [Find what it means on the eighth page.]

PASSING, exceedingly.

PASTIME, play.

PATIENT, not hasty.

PATIENTLY, without a murmur.

PENDULUM, the part of a clock which regulates the time.

PERMISSION, leave.

PERMITTED, allowed.

PERPETUAL, continual.

PERSECUTED, pursued with malice.

PERSIST, persevere with firmness.

PERVADES, passes through.

PESTILENCE, a plague, sickness which spreads from one to another.

PLANTATIONS, farms.

POISED, balanced.

POLITENESS, gentlemanly or lady-like treatment of others.

POPULAR, beloved by the people.

PORRINGER, a silver or pewter dish from which children eat.

PORTRAIT, a picture drawn from life.

POSSESSION, what one has.

POSSIBLE, that can be, or can be done.

PREPAREST, makeest ready.

PRESIDENTS, rulers.

PRESUMPTUOUS, rash, wanton.

PROMISED, said he would.

PRONOUNCE, speak, utter.

PROPOSED, suggested, offered for consideration.

PROVOCATION, cause of anger.

PUBLISHES, makes known.

PUNISHED, chastised.

PURCHASE, buy.

Q.

QUALIFIED, adapted, fit.

QUIET, still.

R.

RADIANCE, brightness.
 RADIANT, brilliant.
 RAPTURE, great joy.
 RECITE, repeat.
 RECKONETH, counteth.
 RECOLLECT, remember.
 RECONCILED, become resigned.
 RECOVERY, regaining health.
 REFRESHMENT, food.
 REMEMBRANCE, recollection.
 REPINE, be discontented.
 REPOSING, resting.
 REPROACH, censure.
 REQUIRED, commanded, obliged.
 REQUISITE, sufficient.
 RESIDENCE, place of abode.
 RESOLVED, determined.
 RESTORETH, giveth back, preserveth.
 RETURNED, came back.
 REVERENCE, veneration.
 RIGHTEOUS, just.
 RIGHTEOUSNESS, justice.
 RINGLETS, curls.
 RUSTICS, countrymen.

S.

SACRIFICE, offer anything to God.
 SANGUINARY, bloody.
 SCOLDING, finding fault, unkindly.
 SELDOM, not often, rarely.
 SELECTED, picked out.
 SELECTION, choice.
 SEPULCHRE, place of burial.
 SERVICES, useful acts.
 SHABBY, mean, slovenly.
 SHEPHERD, one who tends sheep.
 SHIELD, protect.
 SHROUD, covering.
 SHUTTLES, corks stuck with feathers, shuttlecocks.
 SOOTHES, calms.
 SORROWFUL, sad.
 SPACIOUS, wide, roomy.
 SPARKLES, glitters.
 SPENDTHRIFT, one who wastes his property.
 STAGNATION, stoppage.
 STREAMLET, a little stream, a brook.
 SUBVERTED, overturned.

SUCCESSFUL, prosperous.

SUFFERED, endured.

SUFFICIENT, enough.

SUPERScription, that which is written above or upon anything.

SUPPLICATION, entreaty.

SURGEON, one whose profession or occupation is to cure diseases or injuries of the body by manual operation.

SURROUNDS, is around.

SWERVES, wanders from the path.

T.

TEMPTATIONS, trials.

TERRIBLE, dreadful.

THRESHED, beat.

THIRSTY, wanting drink, dry.

THRILLING, penetrating.

TORMENTED, pained, vexed.

TRANQUIL, peaceful.

TRANSGRESSION, evil deed.

TREASURY, that in which money is collected and preserved.

TRIMMED, cut, adjusted.

TRIUMPHANT, victorious.

TROUBLED, vexed, plagued.

TROUBLESOME, vexatious.

U.

UNCERTAIN, not sure.

UNCOMELY, unbecoming.

UNDOUBTING, not doubting, with faith.

UNOBSERVED, unseen.

UPRIGHTLY, with honesty.

USEFUL, doing good.

USURY, interest for money borrowed.

V.

VANQUISHED, conquered.

VENERABLE, worthy of reverence.

VENTUROUS, dangerous.

VINEYARDS, grounds, planted with grape-vines.

W.

WARRIOR, warlike.

WHEELBARROW, a light carriage with one wheel.

WHISTLING, making a shrill noise with the mouth.

WILDERNESS, desert.

WINNING, gaining the victory.

WITHER, fade.

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Several of the articles in the above Table of Contents are by unknown authors.



